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ABSTRACT

The purpose of this study is to show the reactions occurring within public school districts in the Commonwealth of Massachusetts relative to the objectives sought by the youth of the state. These objectives include the eradication of the alienation which presently exists between adults and young people in order that they may work jointly toward building a better educational community. School board chairmen, superintendents, and principals were issued questionnaires which asked how they felt toward the youth movement in its attempt to share in the educational process through involvement at the high school level. Many of the questions originated from the document "Humanization Guidelines for Education" prepared by the state Youth Advisory Council. A tabulation of responses is shown for each part of the questionnaire, as well as a comparison of all responses. The findings indicate that administrators of the school systems of Massachusetts are concerned with the students' role in shaping a relevant and sound education, and that the administrators are willing to implement reasonable and mutually agreed-upon programs. (Author/HMV)

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THE EFFECT OF STUDENT RIGHTS AND RESPONSIBILITIES MOVEMENT ON MASSACHUSETTS SCHOOLS

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ABSTRACT

PROBLEM

A need existed in the Commonwealth of Massachusetts for the formation of a central office or clearing house for the receipt and exchange of ideas and information that would assist school personnel to understand the changes being sought by youth in the Commonwealth relative to the rights and responsibilities of young people.

The purpose of this study is to show the reactions occurring within public school districts in the Commonwealth of Massachusetts relative to the objectives sought by the youth of this state.

These objectives are:

1. To eliminate the alienation which presently exists between adults and young people.
2. To seek out innovative methods and a means of instituting a joint effort of experiences which would lead toward a better understanding of the needs of young people in today's society.
3. To generate in young adults an awareness of the complexities of an adult society.
4. To generate in adults a sense of respect for the talents and energy of young people.
5. To work jointly toward building a better and stronger educational community.

PROCEDURE

Two hundred and thirty school board chairmen, superintendents, and principals were issued questionnaires pertaining to the rights and responsibilities movement. These educators and managers represented the bulk of the high school communities throughout the Commonwealth of Massachusetts.

School board chairmen, superintendents, and principals were asked through these questionnaires how they felt toward the youth movement in its attempt to share in the educational process through involvement at the high school level. Many of the questions asked originated from a document on the Humanization Guidelines for Education prepared by the Youth Advisory Council of Massachusetts. The remaining questions dealt with the rights and responsibilities movement and its effect on the various individuals polled relating to their area of governance. Subjects covered ranged from the communication gap existing between students and adults to sensitivity training for young people and the school faculties throughout the Commonwealth, as well as shared responsibilities in the operation of the school and the tenure question of teachers and administrators. A tabulation of responses is shown for each part of the questionnaire and a comparison of all responses is also shown.

RESULTS

The findings of the study indicate that the school board chairmen, superintendents, and principals of the school systems of Massachusetts are indeed concerned with the future course of education and the students' role in shaping a relevant and sound education for the hundreds of thousands of young people who will experience the challenge

of high school life in the years ahead. The results of the questionnaire point out the need of all our high schools to develop programs for the terminal student and to upgrade the present curriculum in order to make learning relevant to today's youth, in today's society. The respondents indicated their willingness to listen to the desires of youth and attempt to implement reasonable and mutually agreed-upon programs that will help students to relate to today's world.

CONCLUSIONS

The study revealed that school board chairmen, superintendents, and principals are providing the youth of Massachusetts a means for shared experiences in education through participation of representatives on school committees, involvement with the high school curriculum, and the formation of student-faculty councils which act as a sounding board between the students and a school's administration. These overseers of education are recognizing that the youth of this Commonwealth are creative and have a great deal to contribute to the educational process. They are cautiously attempting to bridge the generation gap in order that a better and stronger educational system can be realized.

IMPLICATIONS

The findings of this study indicate that high school students in the public schools of Massachusetts are becoming more involved each year in their own education. It appears that what we must do in the field of education is to recognize the fact that many young people have a great deal to contribute to the educational process. We must realize

that the youth of Massachusetts are much brighter and have much more to contribute to society than their counterparts twenty years ago. We must, therefore, involve the youth of this Commonwealth to a greater degree in determining their future if we are to improve education and if we are to discover new techniques in training young people to take their places in society.

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CHAPTER I

THE STUDY: ITS PURPOSE AND JUSTIFICATION

One of the major forces affecting education in our nation is student activism. For the past few years each state in the country has experienced a wave of activism which has influenced both students and teachers alike. Indeed, students are advocating a most dynamic concept which is a more active and meaningful role in the process of education. Throughout the Commonwealth of Massachusetts and in our nation, ways and means are being sought to discover how the student climate can be improved through increased attention to student development. These methods center about the inclusion of students in the decision-making process and the involvement of students as producers of educational programs and services.[1]

Statement of the Problem. Several preliminary efforts to accommodate student activists were produced in recent years. In 1969, the Commissioner of Education in the Commonwealth of Massachusetts, Dr. Neil V. Sullivan, created a Youth Advisory Council composed of about forty students from public and non-public schools throughout the Commonwealth to meet with him and advise the

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[1]Donald G. Ferguson, "Student Involvement: A Working Paper," Eric Reports, (Bethesda, Maryland: Leasco Information Products Incorporated, February, 1971), pp. 1-10.

Chief State Officer as to their educational needs and concerns.[2] This study of student rights and responsibilities in the Commonwealth of Massachusetts was designed to help others to gain a clearer view of the attitudes and reactions of school personnel within our state towards the rights movement.

Before Dr. Sullivan, students did not have an outlet through which they could make suggestions and voice opinions. Now, however, through the creation of the Youth Advisory Council, under the Bureau of Civic Education, a clearing house has been established where students are able to disseminate their ideas throughout the Commonwealth. This clearing house meets many of the needs, on a preliminary level, for the exchanges of information and ideas which would assist school personnel to understand the changes being sought by youth.[3]

Several other studies have been made to determine the general opinion of students and educators of their own roles in the decision-making process of schools. In a study conducted in the 1970's by the Center for Research and Education in American Liberties at Columbia University, they found that students were demanding participation in decision-making in their schools that were studied. They were asking to be allowed to do what citizens do in a democratic government, to organize and develop the rules they live by.[4]

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[2]The Commissioner of Education's Youth Advisory Council, Citizenship In Action Program, (Boston, Massachusetts: Department of Education Publication, January 5, 1971), pp. 1-3.

[3]Rene J. Bouchard Jr., The Development of a Student-Service Center: A Preliminary Report, (Boston, Massachusetts: Department of Education Publication, July, 1971), pp. 1-2.

[4]Arlene Richards, "What Do Students Really Want," Today's Education, Vol. 60 (April, 1971), p. 57.

Again, the trend of youth-wanted participation and utilization of school authority is well-known. According to the Department of Education study, the problems in Massachusetts appear to be the alienation of youth from the adult world of decision-making, the lack of shared experiences and understanding between the generations, and the lack of understanding by adults of the vigor and creativity of youth.[5]

This brief summary of developments in Massachusetts has revealed that the student rights and responsibilities movement has already had an effect upon public education. However, while there is action among the upper echelon of the State Board of Education, what would seem to be very much needed is direct action where it counts-on the school board and the principal level. Action at this level would be more directly translated into action upon the students, allowing them to direct much of the focus upon their own education.

Purpose of the Study. The purpose of this study concerns administrators and school-board members; and its focus is to what lengths, if any, are administrators and school-board members willing to go to satisfy a concerned, restless youth in a changing society and further to adequately assess the impact and relevance of the youth movement in this Commonwealth.

Source of the Study. Professional magazines have included articles relative to the student movement on rights and responsibilities in the United States and some philosophic texts have been written relative to the new generation of students. Little has been written, however, about the student's right to participate in his school's decision-making process.

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[5]Bouchard, p. 2.

With the advent of a new Commissioner of Education in Massachusetts, a man who is receptive to the questioning of young people, youth have gained an opportunity to show the people of the Commonwealth that they wish to express their feelings about education.[6]

The Youth Advisory Council has outlined five objectives to be pursued throughout the Commonwealth of Massachusetts. These objectives are:

1. To involve young people and adults in a joint investigation of the factors which tend to alienate them.
2. To promote the respect and understanding between the generations needed to overcome these obstacles through a variety of innovative procedures and shared experiences.
3. To generate in adolescents an awareness of the complexities of an adult society.
4. To generate in adults a sense of respect for adolescent vigor and creativity.
5. To lay the foundation for a partnership of the two generations for purposes of building a better educational community.[7]

As a result of these objectives, articles have been written for the Youth Advisory Council in the State Department of Education as well as the "Preamble" guidelines and the "General and Specific Goals"[8] of the Youth Council which provide information on the effect of the youth movement

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[6]The Commissioner of Education's Youth Advisory Council, Guidelines for Student Rights and Responsibilities, (Boston, Massachusetts, Department of Education Publication, April, 1971), p. 1.

[7]Bouchard, pp. 2-3.

[8]The Commissioner of Education's Youth Advisory Council, Humanization Guidelines for Education, (Boston, Massachusetts, Department of Education Publication, May, 1971), pp. 1-10.

in the Commonwealth of Massachusetts.[9]

Justification. According to Guidelines for Student Rights and Responsibilities, there is an indication that the Massachusetts Association of Secondary School Principals is responding to Dr. Neil V. Sullivan's document.[10]

On November 9, 1971, the Massachusetts Secondary School Principals' Association issued a position paper dealing with this youth movement. It was distributed to all the high schools in the Commonwealth of Massachusetts. Its purpose was to offer an addenda to most of the proposals made by the Youth Advisory Council in order that high school committee members in all towns would be provided with added confidence in and potential for the speedy development toward implementation of student rights and responsibilities.[11]

Elizabeth Koontz has indicated that there is a movement towards student rights taking place in this country to the point where its ramifications will be far reaching and future history will be changed.[12]

This movement, as noted by Mrs. Koontz, should have ramifications for those people primarily responsible for the utilization of student activities. Principals and other educators, who comprise the immediate

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[9]The Commissioner of Education's Youth Advisory Council, Guidelines for Student Rights and Responsibilities, p. 2.

[10]Dr. Neil V. Sullivan, Guidelines for Student Rights and Responsibilities, (Boston, Massachusetts: Department of Education Publication, March, 1971), pp. 1-8.

[11]Massachusetts Secondary School Principals' Association, Student Rights and Responsibilities: A Postion Paper, (Boston, Massachusetts Secondary School Principals' Association Publication, November, 1971), pp. 5-6.

[12]Elizabeth Duncan Koontz, "New Priorities and Old Prejudices," Today's Education, Vol. 60 (March, 1971), pp. 25-26.

ruling force of our Commonwealth's schools, should be the ones that are the most fully aware of this upsurge of student interest. Student interest in their own education is an acknowledged fact, and the scope of this study is to see how well, and to what extent, the principals and other primary educators of our Commonwealth have recognized this force.

Scope of the Study. There are 394 school districts in the Commonwealth of Massachusetts. Of this number, 181 encompass grades one through twelve. There are twenty-nine regional districts with grades seven through twelve, eleven with grades nine through twelve and nine with grades one through twelve.[13]

This study concerns itself with those public school districts which encompass a high school complex. In view of the above, the study involved 230 board chairmen, superintendents, and principals of these districts. Thus the research population consisted of 690 "self-selected respondents," who were concerned with education. A total of eighty-eight school board chairmen, 108 superintendents and 102 principals replied to the questionnaire which represents a 43.1% return of those educators who were sampled.

Assumptions. It is assumed that there is a diversity of thought and opinion regarding the best method which may be utilized to provide a meaningful environment for learning for the thousands of students who will pass through our educational institutions in the years ahead. The following assumptions were made in connection with this study:

1. High school students need and want meaningful change to transpire in our society.

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[13] See Appendix C. p. 129.

2. The Commissioner of Education and his staff are receptive to the youth movement in the Commonwealth of Massachusetts.

3. Very little material has been published relating to the rights and responsibilities movement in the Commonwealth of Massachusetts.

4. The rights and responsibilities movement is in its early stages in the Commonwealth of Massachusetts.

5. The questionnaire is a valid tool to measure an individual's attitude and opinions towards student rights and responsibilities.

CHAPTER II

LITERATURE AND RELATED RESEARCH

An investigation of the literature on the student rights and responsibilities movement in this country and the Commonwealth of Massachusetts reveals that there have been many articles and court decisions relative to what can or cannot be done by both the student and school administrators in the exercise of rights. However, despite this wealth of information, nothing has been written relative to the movement's effect on the schools of Massachusetts. A study of the literature and laws therefore serves to substantiate the fact that an in-depth examination of the movement on rights and responsibilities is a worthwhile project.

Student Rights and the Law. On June 13, 1866 the Fourteenth Amendment was proposed by resolution to the Congress of the United States.[14] This amendment, perhaps above any others, has proved to be most helpful to the youth movement in this country. Based upon this amendment, specifically Section I, students claim that they have been denied rights which were provided them in the first ten

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[14] The Declaration of Independence and the Constitution of the United States of America, (Washington, D. C.: Government Printing Office, 90th Congress, 2nd Session, House Document No. 268, 1968), p. 34.

amendments to the Constitution of the United States.[15]

It is significant that the First Amendment (made applicable to the states by the Fourteenth Amendment) forbids Congress to enact any law respecting the establishment of religion or prohibiting the free exercise of religion and also guarantees the rights of free speech, assembly and petition.[16] The Fifth Amendment guarantees among other things that an individual shall not be deprived of life, liberty or property without due process of law.[17] The Tenth Amendment is significant in that any powers not specified by the United States Constitution nor prohibited by it to the states are therefore reserved for the state or to the people.[18]

Many people in this country who argue their cases for the rights and responsibilities of students relative to their role in education have relied upon these amendments. Courts have rendered decisions applying these amendments to problems that have their origins in the every day administration of schools.[19] As a result of these court decisions, students no longer view education as an opportunity which few in the world possess, but rather view the school as merely an

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[15] C. A. Hollister and P. R. Leigh, "The Constitutional Rights of Public School Students," Bulletin, Vol. 14 (Oregon School Study Council, College of Education, University of Oregon at Eugene, Oregon, February, 1971), pp. 1-4.

[16] Constitution, p. 31.

[17] Constitution, p. 31.

[18] Constitution, p. 32.

[19] Lee O. Garber, "20 Years in Retrospect," Nation's Schools, Vol. 88 (December, 1971), pp. 54-55.

oppressive force which deprives them of their freedom.[20]

Although there are many court decisions dealing with the freedom of youth, one stands out as most significant in the rights movement and that is the Gault decision in Arizona in 1967. This resulted in the most far-reaching change in the juvenile ccurt movement in its sixty-eight year history. Gerald Gault, an Arizona juvenile, had been committed to the industrial school under the juvenile code of Arizona. No appeal was permitted under the Arizona juvenile code. This code was held to violate the due process clause of the Fourteenth Amendment to the Constitution of the United States for failing to provide adequately for notice of hearings, right to council, right of confrontation and cross-examination of witnesses, and the exercise of privilege against self-incrimination.[21] "The In Re Gault decision set the stage throughout this country for students to seek rights which they believed they were entitled to have."[22]

Massachusetts is no exception when it comes to the rights movement of young adults. Beginning with the dress code in all schools, students were successful in considerably modifying established dress codes

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[20]Hollister and Leigh, p. 1.

[21]Chester Nolte, Guide to School Law, (West Nyack, New York: Parker), p. 72.

[22]John M. Shaw, Professor, Lecturer on Legal Aspects of School Administration, Ed. 569G, Bridgewater State College, Bridgewater, Massachusetts. Notes taken by John J. Hrinko, February 10, 1970.

throughout the Commonwealth. This success in modification came in the years after the Supreme Judicial Court of Massachusetts ruled in favor of the school committee in Attleboro, Massachusetts, in 1965. The case in point was Leonard v. The School Committee of Attleboro 202 N. E. 2d. 468 Mass. 1965. The question was whether the restrictive rule on haircuts infringed on parents' rights to govern the appearance of their children. The court at that ruling, however, upheld the school board policy in stating in part that, "The rights of other students and the interest of teachers, administrators, and the community at large in a well-run and efficient school system are paramount."[23]

Cases, however, that arose relative to a student's hair or beard after the Gault decision favored students over the ruling body of school committees and the school administration. A case in point is the Civil Action No. CA 70W in which Stephen Benjamin, a minor, sought relief from the imposition of hair regulations enforced by the policy of the Whitman-Hanson Regional School Committee of Whitman, Massachusetts.[24] Judge Wyzanski ruled in favor of student rights in the case of hair,

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[23]M. Chester Nolte, School Law in Action: 101 Key Decisions with Guidelines for School Administrators, (West Nyack, New York: Parker Publishing Company Inc., 1971), p. 125.

[24]C. J. Wyzanski, Final Judgement, "Civil Action No. 70-4W," (United States District Court, District of Massachusetts, June 16, 1970).

citing the Richards v. Thurston cases in Massachuetts.[25] In that decision, in which relief was sought through bypassing the state courts, Judge Wyzanski indicated that the right to wear one's hair as he pleases is, in a sense, a freedom of expression which cannot be denied since it helps members of the younger generation to relate to their own peer group. Such identification in turn gives them an opportunity to reject the customs and values of some of the older generation, their right under the Constitution of the United States.[26]

There have been many landmark cases throughout the recent history of this country in which students have asserted their rights under the Constitution. The Supreme Court was specific in its decision of Tinker v. Des Moines Committee School District.[27] The student is a "person" as defined by the Constitution and being such, he possesses fundamental rights which the state, including boards of education, must respect.[28] The Tinker case is a landmark case which challenges the enforcement of a regulation prohibiting the wearing of black

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[25]C. J. Wyzanski, Chief Judge, "Third Supplementary Opinion," Richards v. Thurston, CA No 69-993, (United States District Court, District of Massachusetts, October 6, 1969), p. 1.

[26]Wyzanski, "Third Supplementary Opinion," Richards v. Thurston, p. 1.

[27]Madeline Remmlein and Martha Ware, School Law, "Control of Pupil Conduct," Tinker v. Des Moines Independent Community School District et al, 393 U. S. 503 (1969),(Danville, Illinois: Interstate Printers and Publishers Incorporated, 1970), pp. 312-317.

[28]Hollister and Leigh, p. 1.

armbands in a public school.[29] A group of students was reprimanded for wearing armbands in protest of the Viet Nam War. The rights of students were upheld by balancing the right of symbolic speech by students with the responsibility of school authorities to promulgate and enforce reasonable rules and regulations as long as the education of all the students is not materially disrupted.[30] The United States Supreme Court held in the Tinker case that, "The wearing of armbands by students was symbolic speech akin to 'pure speech' and therefore must be protected."[31]

Decisions of this nature in the United States have given students the ammunition to press for their rights in many other aspects of school life in the public schools throughout this nation and in the Commonwealth of Massachusetts.

Petitions have been heard in courts throughout the country dealing with freedom of expression, personal appearance, codes of behavior, student government, the student press, the right of petition, and drugs.[32] All of these areas have been challenged by students in their pursuit of rights within the educational system.

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[29]Nolte, School Law in Action, pp. 63-64.

[30]Remmlein and Ware, p. 317.

[31]Nolte, School Law in Action, p. 64.

[32]Robert W. Ackerly, The Reasonable Exercise of Authority, (Washington, D. C.: National Association of Secondary School Principals, 1969), pp. 7-19.

In view of the multitude of court decisions relative to the petitions mentioned, the National Association of Secondary School Principals was encouraged to issue a booklet entitled, The Reasonable Exercise of Authority. Owen B. Kiernan, a former Commissioner of Education in Massachusetts and now Executive Secretary of the National Association of Secondary School Principals, stated in the foreword that, "since we recognize the fact that courts adapt to changing conditions, it is imperative that administrators of public systems be kept up to date on pertinent decisions from all courts up to and including the United States Supreme Court."[33]

The National Association of Secondary School Principals has made school authorities aware that student populations throughout this country have become elements which must be dealt with when planning the total educational operation of the school.[34] In their bulletin announcing the 1972 convention in Anaheim, California, the theme of which will be "The New World of Education," W. Hobart Millsaps, President, has stated that, "Our plans and our programs reflect a concerned organization now motivated, not by thoughts of its own preservation, but by the sure knowledge that only through increasing educational opportunities for all youth and through improving our schools at all levels can we find hope for tomorrow."[35]

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[33] Ackerly, p. v.

[34] Ackerly, pp. 1-7.

[35] W. Hobart Millsaps, The NASSP Convention Bulletin, Vol. 56 (Washington, D. C.: National Association of Secondary School Principals, 1971), p. 1.

Improvement, according to the youth of Massachusetts, means involvement, and this is the goal toward which the youth movement is moving in seeking to become a functioning part of the educational system.[36] The editors of School Management said, "Today when a student says 'you can't do that to me, I've got my rights. . . .' be careful. He does have his rights. He probably knows exactly what they are, and if you infringe on them, he'll more than likely haul you into court."[37] It is important that administrators and school personnel understand the law as it applies to student rights and responsibilities.[38]

The Responsibility Factor. There have been many articles written about student rights and very few on the second half of the balancing scale which the Massachusetts Secondary School Principals Association has referred to as responsibility.

The ultimate gain to be achieved from the rights and responsibility movement would appear to be the improvement of education. It is essential that people be involved in the decision-making process that will ultimately and importantly affect their lives. People, including students, would naturally be more loyal to policies and processes which they had important responsibility in determining.[39]

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[36]Sullivan, Guidelines, p. 5.

[37]"Student Dissenters and the Law," School Management, Vol. 12, (November, 1968), p. 60.

[38]"Student Dissenters and the Law," p. 61.

[39]Bernard McKenna, "Student Unrest: Some Causes and Cures," The NASSP Bulletin, Vol. 55, (February, 1971), p. 57.

In August of 1969, the Montgomery County Board of Education in Rockville, Maryland adopted a policy toward student involvement in the educational process of its school system. It stated that one of the goals of school systems throughout the United States is the development in students of an appreciation of the democratic way of life.[40] Many factors must be considered such as age, maturity and standards of a community before students are given the privilege of exercising rights in the school setting. The board, however, stated that, "The mature exercise of rights and privileges demands the exercise by adults and students alike of the concomitant responsibility to respect the rights of others and to respect legally constituted authority."[41]

The Evanston Township High School in Illinois, in its policy on student expression, has placed the responsibility for student involvement in the laps of the students themselves, indicating that if they wish to be granted rights within the educational system then they also in turn must accept the responsibility of their actions and contributions.[42] In Portland, Oregon the school board, in its policy, stated that, "Student government shall be so organized as to provide constructive participation of students in those school matters for which they can

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[40] P. Paul Price, et al, Student Activism: Ad Hoc Committee Report, (New Jersey: New Jersey State Federation of District Boards of Education at Trenton, January, 1970), p. 27.

[41] Price, et al, p. 28.

[42] Price, et al, pp. 33-37.

reasonably be expected to assume responsibility."[43]

Responsibility has been defined by Carl J. Dolce as the, "freedom to experience consequences of actions."[44] The implication appears to be that drastic changes must come about relative to the old doctrine of in loco parentis if students are going to be allowed rights in their educational development.

On November 9, 1971, the Massachusetts Secondary School Principals' Association issued a position paper on Student Rights and Responsibilities which in essence criticized the Commissioner of Education in Massachusetts, Dr. Neil V. Sullivan, for his published document, entitled Guidelines for Student Rights and Responsibilities, for its lack of emphasis on the responsibility side of the ledger.[45]

In March of 1971, the Commissioner of Education in Massachusetts issued a document on student rights and responsibilities which was to serve as a guideline for school committees throughout the state of Massachusetts in formulating their proposals which would involve

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[43]Price, et al, p. 43.

[44]Carl J. Dolce, "A Sensible Assessment of Student Rights and Responsibilities," (A paper presented at the 103rd meeting of the American Association of School Administrators annual convention, Atlantic City, New Jersey, February 20-24, 1971), p..9.

[45]Massachusetts Association of Secondary School Principals, A Position Paper on Student Rights and Responsibilities, (Boston, Massachusetts, November 9, 1971), pp. 1-13.

students in areas such as school governance, curriculum development, extra-curricular activities, and the utilization of the existing local school plant.[46] A report was to be returned to the office of Rene J. Bouchard, Director of the Bureau of Civic Education in the State Department of Education, by the 15th of November 1971. As time passed and the secondary school principals of Massachusetts had an opportunity to digest the document on student rights and responsibilities, a conflict arose which was pointed out by the Secondary School Principals' Association in their working paper. They indicated that their chief concern was the fact that only one sentence in the entire document issued by the Commissioner's office so much as referred to responsibilities.[47] They further stated that, "It is fundamental that people of any age, and perhaps especially the young, must be advised that when they are to be accorded Rights they necessarily assume Responsibilities which are the bulwark of all Rights."[48]

The Boston Globe indicated on November 10 that the Secondary School Principals' Association voted a sharply conservative statement of disagreement with the guidelines on student rights and responsibilities stressing the authority of administrators and the responsibility of students.[49]

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[46]Sullivan, Guidelines, p. 8.

[47]Principals', A Position Paper, p. 2.

[48]Principals', A Position Paper, p. 2.

[49]William A. Henry, "Principals Attack State's Student Guidelines," The Boston Globe, (November 10, 1971), p. 29.

In the Boston Herald Traveler an editorial by Murial Cohen stated that principals from across the state took issue with the lack of emphasis on responsibility as compared with the rights of students.[50] It would appear that a great deal of revision will have to be made in state guidelines if the rights and responsibilities movement is to succeed in the Commonwealth of Massachusetts.

Charles Reich suggested that the members of the new generation must begin with the assumption of responsibility for themselves and their community. He further stated, "Our young people must take another step and assume responsibility for their parents, their college teachers, their younger brothers and sisters and outward into society....."[51]

The Progress and Communication Between Students and Administrators.

In the study of the communication between students and administrators, Stephen K. Bailey stated, "that a community which does not feel it has effective ways to make use of the high stakes it has in its school will surely treat that school in a negative way, and the school will be generally an unhappy situation."[52] It would appear that the answer of discontented youth lies in the discovery of a means by which the establishment of a proper balance between rights and responsibilities within the school community can be best effected.

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[50]Murial Cohen, "State Principals Rap Students' Guidelines," The Boston Herald Traveler, (November 10, 1971), p. 3.

[51]Charles Reich, The Greening of America, (New York: Random House, 1970), p. 298.

[52]Stephen K. Bailey, Disruption: In Urban Public Secondary Schools, (Washington, D. C.: National Association of Secondary School Principals, November, 1970), p. 45.

Communities throughout the United States of America have responded through their administrators to the rights and responsibilities movement by allowing more student involvement. Arlene Richards in her article, "What Do Students Really Want?," has stated that the high schools across the country have suffered from tensions and unrest. She asked the following questions:

1. What is wrong with education?
2. Why can't the students accept the schools as they are?
3. How could the governance of the school foster civic responsibility?
4. What can be done in order to make the schools a better environment in order to prepare involved, energetic citizens of our American democracy?
5. Can our democracy withstand the disruptions that students seem to be involved with both in and out of school?
6. Can the school system as we know it survive through the seventies?[53]

These questions have been answered in part by various school districts throughout this country that have adopted policies to involve students in the working process of education.

Reich indicated that the task of the new generation of students is to see the humanity in all men and to work for the removal,

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[53]Arlene Richards, "What Do Students Really Want?," Today's Education, Vol. 60 (April, 1971), pp. 57-58.

the rebirth, the return to life, of all of society. What the new generation must do, "is to bridge the gap that separates parents from children, and the still greater gaps that separate worker from student, white collar professional from those who are young and liberated."[54] This re-birth, bridging of the gap, and involvement that is so desperately sought by students throughout this nation had its beginnings at the grass roots level of education which is the school environment.

One approach to more student involvement is the rap sessions implemented by the Lyons Township High School in La Grange, Illinois. The school board utilized this approach in order to give the students of their district an opportunity to voice their opinions about the school in general, drugs, teachers, the future course of education and the over-all attitude of the student body.[55] This type of 'Focus'[56] session has helped school personnel to zero in on the problems facing the community relative to student rights and responsibilities. Administrators in La Grange indicated that it was an extremely successful project and has helped both the student and school personnel attain a better insight into the roles they will play in tomorrow's world.

It has been pointed out within the Huminazation Guidelines for Education issued by the Youth Advisory Council of Massachusetts that

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[54]Reich, p. 297.

[55]Barbara Garber, "Don't Turn Up Ideology at Rap Classes in Your High Schools.," The American School Journal, Vol. 158, (February, 1971), pp. 29-30.

[56]Barbara Garber, p. 30.

there is a lack of an honest-feeling-level communication with people which they feel presently exists in the school systems of Massachusetts.[57]

There are other groups within the United States that hold to a similar opinion. Recently, during 1969 and 1970, the National Association of Independent Schools held five conferences to which students and school personnel were invited. These conferences were at first structured but soon turned into rap sessions in which the problems of youth were discussed openly by both the young people and the adults in attendance. These sessions grew from small group to large group encounters. They were designed to indicate how people can work together to make a more humane school.[58] The questions discussed relative to rights and responsibilities ranged from the question of what education is supposed to do for the youth of this country to the question of isolation and boredom.[59] These conferences proved to be fruitful, since those who participated brought back with them to their home schools a feeling of partnership in a world previously closed to youthful ideas and suggestions. A feeling of humanization, getting together to solve problems about which there was mutual concern, resulted from these productive conferences.[60]

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[57]The Commissioner of Education's Youth Advisory Council, Humanization Guidelines for Education, p. 1.

[58]David Mallory and Douglas H. Heath, Toward a More Human School, (Boston, Massachusetts: National Association of Independent Schools, 1970), pp. 4-8.

[59]Mallory and Heath, pp. 16-17.

[60]Mallory and Heath, pp. 31-33.

It is apparent that various approaches have been used in attempting to seek out solutions to the restlessness of youth in today's society. Many areas of the country have afforded youth an opportunity to contribute both their energies and their talents toward a more efficient operation of the school community. Student participation is becoming a reality in places such as Teaneck, New Jersey, Akron, Ohio, West Hartford, Connecticut, Evanston, Illinois, and many other areas of the country.[61]

In Teaneck, New Jersey, an organization of about 200 students formed an activity known as "The Forum on American Problems Club" which was designed by students especially to discuss controversial issues on student rights and responsibilities.[62] Student participation was nearly one hundred percent and it had the approval of a forward-looking administration.[63] It resulted in a clearer view of the student's role in education.

Another such endeavor took place in August of 1969 when a convention convened in Lincoln, Nebraska, titled "Student

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[61]"Helping Students Discuss the Hot Topics," ed. School Management, Vol. 12, (November, 1968), pp. 88-92; Beverly Gilford, "No More Fires in Our Wastebaskets," School Management, Vol. 15, (July, 1971), pp. 34-37; Velma A. Adams, "In West Hartford It's The Kids That Count," School Management, Vol 15, (September, 1971), pp. 19-25; "One School Board's Policy," ed. School Management, Vol 13, (August, 1969), pp. 43-44.

[62]"Helping Students," p. 88.

[63]"Helping Students," p. 89.

Participation in Decision Making Conference."[64] Participants to the conference came from eight schools in Missouri and Nebraska. The Lincoln Plan, as it came to be known, utilized not only students but administrators, teachers, a community of lay people and resource schools in planning and organizing the type of involvement that the students themselves believed could have some relevance to all students within the school. They not only were given rights that previously were not recognized, but also were taught the complement of those rights which was responsibility. The conference itself utilized resource people from various schools that had already involved students in decision making. Group dynamics sessions and open forum meetings were held to stimulate thinking and at times anger. No one was allowed to remain neutral. The outcome of this type of encounter was rewarding, according to the report. Barriers between people were torn down, they listened to each other, ideas were shared and, most importantly, plans were formulated to improve student participation in the decision making processes of their schools beginning in the fall of 1969.[65]

The success of this type of student involvement was due in part to the Danforth Foundation, which contributed $10,000 towards this endeavor. William H. Danforth, himself a promoter of youth and their ability to contribute towards a stronger America, was the author of

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[64]Joan B. McGrew, "Student Participation in Decision Making," The Bulletin, Vol. 54, (March, 1970), p. 124.

[65]McGrew, pp. 124-233.

the famous book, I Dare You.[66]

It appears, therefore, that new ways are being found and developed to allow students to become involved in the decision-making processes affecting their future.

Contemporary Philosophies and the Youth Movement. In book VII of the Republic, Plato speaks to Glaucon about the lawlessness of students after their being reared in the love and honor of the law. He speaks of the disenchantment of young people with what they perceive and their desire to follow the way of the flatterers.[67] The questioning spirit of youth is still with us centuries after Plato first spoke of it in the Republic. But today as never before in our two hundred year history, the questioning is becoming persistent. This persistence is blossoming into a momentum of activism through which students are demanding change in our society.

In 1968 a survey was taken by the editorial staff of Nation's Schools relative to the problem of student unrest in the nation's high schools. It is significant to note that a Pennsylvania superintendent in that survey stated his position on student unrest by indicating that there was no simple yes or no to the question of whether or not student unrest would begin to filter into the high schools in the fall of 1968.

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[66]William H. Danforth, I Dare You, (St. Louis, Missouri: The American Youth Foundation, October, 1967), pp. 1-133.

[67]The Collected Works of Plato trans. by B. Jowett, (New York: Greystone Press, n.d.), pp. 183-184.

He said in part that he anticipated more talking on the part of students, more comments on student rights, and more individuals attempting to achieve recognition via the rebel route.[68] Not too long after, Grant Venn, Associate Commissioner of the United States Office of Education, commented that, "One of the great American tragedies of the past two decades has been the almost total isolation of young people from an effective role in society."[69] The result of this activism has been the birth of the rights and responsibilities movement throughout the nation.

One of the major forces affecting education in our nation and in the Commonwealth of Massachusetts is student activism. For the past few years each state in the union has experienced a wave of activism which has influenced both students and teachers alike. The Commonwealth of Massachusetts is no exception. Many students are advocating a most dynamic concept, a more active and meaningful role in the process of education. Many contemporary writers are advocating a change in attitude toward young people because they sense in youth the ability to contribute productively towards the future. Reich in his most recent book stated:

> There is a revolution coming. It will not be like revolutions of the past. It will originate with the individual and with culture, and it will change the political structure only as its final act. It will not require violence to succeed, and it cannot be successfully resisted by violence. It is now spreading with amazing rapidity and already our

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[68]"Student Unrest Will Spread to High Schools, Many Fear," Nations Schools, Vol. 82 (September, 1968), pp. 71-72.

[69]"Student Dissenters," p. 77.

> laws, institutions and social structure are changing in consequence. It promises a higher reason, a more human community and a new and liberated individual. Its ultimate creation will be a new and enduring wholeness and beauty, a renewed relationship of man to himself, to other men, to society, to nature and to the land. This is the revolution of the new generation.[70]

Depending upon one's perspective, these words can be interpreted as frightening or refreshing. It may be a new world in which, perhaps, nations not only will respect each other, but will place a greater value on those things which they sometimes take for granted. The students of this country propose to begin this change, at the beginning, in early education where most of their time is spent, in institutions of learning. Indeed, if change is to come, it will have to be initiated in institutions of learning. Alvin Toffler, in speaking of a need for a "council of the future" in every school and community, stated that "no group holds an insight into tomorrow and that the councils must be constructed democratically."[71] Councils of this nature will not succeed if they are captured by professional educators, planners, or any unrepresentative elite. He insists that students must be involved from the very start and not merely as co-opted rubber stamps for adult notions. Young people must help lead, if not, in fact initiate these councils in order that assumed "futures" can be formulated and debated by those who will more than likely invent and

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[70]Reich, p. 4.

[71]Alvin Toffler, Future Schock, (New York: Random House, 1970), p. 358.

inhabit the future.[72] Therefore, in order to plan for future generations, it would seem that the foundations of student involvement would of necessity have to begin by defining their rights and responsibilities.

George Leonard indicated that, "within the lifeless husk of the old civilization, a new civilization already stirs."[73] He stated that:

> it promises new organizing myths, new values, and new modes of behavior. It offers unfamiliar shapes and feelings of individual self aware consciousness, and it will ultimately imply a changed political, economic and social structure. It will involve, however, not so much the transformation of the world by mankind as the transformation of mankind itself.[74]

Famed anthropologist Margaret Mead has recently focused her attention on the youth movement. She has indicated that school administrators and board members must alter their perceptions and begin to realize that they are working with an entirely new generation of students. Education in this country is absolute, and therefore it behooves educators to pattern a new course that will afford youth the opportunity to become involved in their own futures.[75]

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[72]Toffler, pp. 358-359.

[73]George Leonard, "Work in Progress," Intellectual Digest, Vol. 11 (November, 1971), p. 6.

[74]Leonard, pp. 6-7.

[75]Margaret Mead, An Interview, "Are School Administrators Listening?" Nation's Schools, Vol. 87 (June, 1971), pp. 41-42.

Students' desires to become a part of the system of education and a working force in the development of the future of this country are being supported by well known people in the nation. One of their champions in the Commonwealth of Massachusetts is Dr. Neil V. Sullivan, Commissioner of Education. He stated, before leaving his California superintendency, that, "This country must realize that its most serious problem is training people to live together."[76] This statement can be applied also to the need for mutual understanding between adults and youth. Today's educators must, it would seem, understand that students are going to have a hand in planning their education and the shaping of society.[77]

Developments affecting student rights and responsibilities in the United States and in Massachusetts have been varied and rapid. New outlooks on education are taking shape and the modern educator may become a prime factor in attempting to involve young people in the decision-making process in the years ahead. Research reveals that the question may change from should students become an integral part of the decision-making process in education to what kind and how much of a contribution can we expect from students who will be a working part of the educational process.

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[76]Don Wegars, "When the Buses Begin to Roll Again," Nation's Schools, Vol. 82 (November, 1968), p. 38.

[77]Neil V. Sullivan, Walk, Run or Retreat, (Bloomington and London: Indiana University Press, 1971), p. 129.

CHAPTER III

RESEARCH TECHNIQUES AND PROCEDURES

Analysis of Procedure. The techniques and procedures used in the study of student rights and responsibilities in the Commonwealth of Massachusetts are as follows:

1. Step one: The development of a questionnaire on Student Rights and Responsibilities.
2. Step two: The administration of a sample questionnaire in order to assess its validity.
3. Step three: The development of the final questionnaire.
4. Step four: The administration of the questionnaire to all board chairmen, superintendents, and high school principals of the public school systems in the Commonwealth of Massachusetts.
5. Step five: Tabulation of responses.

The Development of a Questionnaire on Student Rights and Responsibilities. Tyrus Hillway in Introduction to Research has pointed out ten steps which should be followed when contemplating the use of a questionnaire in order to fulfill a need on a timely topic. He has indicated that, "The scholar who keeps these minimum

standards in mind while preparing his questionnaire will have a much better chance of receiving replies."[78]

The questionnaire on student rights and responsibilities followed the recommendations as set down by Tyrus Hillway, which are as follows:

1. Is it sponsored by a reputable organization or institution?
2. Is the purpose of the study fully and clearly stated?
3. Does it concern a topic of sufficient importance to justify it?
4. Is it carefully and logically organized?
5. Are the questions clearly and briefly worded?
6. Can the questions be answered briefly?
7. Is the information asked for available elsewhere?
8. Is the questionnaire in good mechanical form--- that is, printed or typewritten and easy to read?
9. Are the demands upon the respondent reasonable ones?
10. Is a summary of results promised?[79]

The questionnaire on student rights and responsibilities was prepared by this writer, a reputable educator with a substantial number of years of experience in education as a classroom teacher and administrator

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[78]Tyrus Hillway, Introduction to Research, (Boston: Houghton Mifflin, 1956), p. 194.

[79]Hillway, p. 194

in the public school systems of Massachusetts.

The purpose of this study was explained as being a project which would show what reactions are occurring toward the rights and responsibilities movement within the school districts in the Commonwealth of Massachusetts and to adequately assess its impact and relevance.

Since there has been an increasing frequency of litigation concerning student rights and responsibilities and also the lack of a proper definition relative to these terms, it would appear that any disagreement concerning the issues involved will become wider and more intense until some type of resolution is reached on the subject.[80]

The topic of student rights and responsibilities is a comtemporary one and the school systems of Massachusetts are being confronted with it in their daily operation. The importance of the topic is further underscored by the fact that the State Department of Education now has a student sitting on the Board of Education and also by the fact that the Youth Advisory Council of Massachusetts has printed guidelines which are to be used as reference material by local school administrators and school boards towards the implementation of a plan whose ultimate goal is involvement in the educational systems of Massachusetts.

The questionnaire was designed to encompass the issues that were

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[80]Dolce, p. 1.

raised in both the "Preamble" and the "General and Specific Goals" sections of the document drafted by the Youth Advisory Council of Massachusetts which is referred to as Humanization Guidelines for Education.[81]

The questions used to encourage a response were worded as briefly and as clearly as the Guidelines' content would allow. Some of the questions were longer than others of necessity in order that none of the meaning would be lost in abbreviation. The recipients were urged to be as brief as possible with many questions requiring either a yes or no response.

Since no previous surveys had been made on a state-wide basis relative to the Youth Advisory Council's Humanization Guidelines for Education, this writers' questionnaire is unique in its purpose.

The questionnaire, five pages in length, was distributed to all the board chairmen, superintendents, and high school principals of public schools with grades nine through twelve in Massachusetts. All of the respondents were requested to take a few moments from their busy schedule to answer the questionnaire and they were further requested to return the questionnaire within two weeks after receiving the packet. It has been indicated by John R. Platt in Educational Research that:

> Frequently research follows the pattern of formulating a hypothesis, deducing a consequence, testing the

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[81]The Commissioner of Education's Youth Advisory Council, Humanization Guidelines for Education, pp. 1-11.

> consequence and using the results of the test as support for the hypothesis, or--if the results were negative--saying that the hypothesis was not supported (but rarely giving up the Hypothesis)--This process is what Platt would call weak inference. Platt is an advocate of a strong inference: the process by which the results of an experiment may be used to eliminate an alternative hypothesis. The vast bulk of educational research falls into the weak inference pattern. If educational research is to make the kind of impact that is necessary to further the process of education, it appears reasonable that we may have to adopt the procedures implicitly advocated by Platt in order to make the kind of strides that he indicates can be, and have been made in other areas.[82]

It was the purpose of this questionnaire to bring in data leading to the formation of strong inference patterns relative to the rights and responsibilities movement.

The Administration of a Sample Questionnaire in Order to Assess Its Validity. A sample questionnaire was distributed to the local administration and school board chairmen in order to assess their reactions to the types of questions which were to appear in the final questionnaire. Reaction for the most part was favorable except that two of the questions which were inserted in the first draft were challenged by twelve of the fifteen people who responded. These questions dealt with, first, a request for a specific age of each respondent rather than the suggested range of age categories, and

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[82]William J. Gephart and Robert B. Ingle, Educational Research, "Strong Inference," by John R. Platt, (Columbus, Ohio: Charles E. Merrill, 1969), p. 65.

second, with the question, "Should those who manage our schools maintain absolute respect for the student rights and responsibilities as expressed in the Guidelines for Student Rights and Responsibilities?" The respondents felt that the phrase "absolute respect" was too strong a statement and that there was some question about the word responsibility as set down in the Guidelines for Student Rights and Responsibilities. They felt that there was not enough said relative to responsibilities in the original draft produced by the Youth Advisory Council. Consequently this question was eliminated from the questionnaire as not being a valid one to ask. Generally, the respondents indicated that the questions posed were contemporary ones that could not have been asked in a shorter form although there were three people who stated that the questions were too lengthy and should be shortened. Since the majority of respondents were favorable to the questionnaire, it was left intact in all other respects.

The Development of the Final Questionnaire. The final questionnaire consisted of four parts. A preliminary section asked for personal information such as the name of the respondent, the school system he represented and the age range of the respondent. Part One of the questionnaire indicated that the questions, ten in number, related to the Preamble on Rights and Responsibilities of students. In Part Two, fourteen questions were asked dealing with the General and Specific

Goals of students. Part Three contained questions which were considered pertinent to the rights and responsibilities movement in the Commonwealth of Massachusetts and varied in number as follows: Twenty toward the school board chairman, seventeen directed toward the superintendent of schools, and seventeen directed toward the high school principal. Some of the questions were duplicated, while many were different to take into account the position held in the management of the schools.

Each questionnaire was color coded for easy tabulation upon return. Yellow copies went to the board chairmen, white copies to the superintendents, and blue copies to the principals of the high schools.

The Administration of the Questionnaire. A determination was first made of the number of school districts in Massachusetts which included grades 9-12. An inquiry was made of the Senior Supervisor in Secondary Education for Massachusetts Public Schools. His reply indicated that there were two hundred and thirty districts with a high school complex.[83] The assembled kit included a questionnaire for the board chairman (yellow), the superintendent (white), and the high school principal (blue). The packet also included an explanatory letter. This material was sent to all of the superintendents in the two hundred and thirty districts of Massachusetts. The names and

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[83]See Appendix C, p. 129.

address of the current superintendents were secured from the Directory of the Massachusetts Association of School Superintendents which is published annually and furnishes accurate, up-to-date lists of cities and towns in alphabetical order for all the school districts in the Commonwealth of Massachusetts. A permit (No. 6) was issued by the United States Post Office for first class mail, and the kits were mailed out the first of October, 1971. A follow-up letter, sent October 11, 1971 to non-respondents resulted in more answers being received.

The research population was composed of "self-selected respondents" who elected to respond to the questionnaire. The defined universe includes those personnel who have a direct effect on how schools are managed namely the school board chairmen, superintendents and principals.

Tabulation of Responses. Gephart and Ingle in their text Educational Research have stated:

> Not long ago a teacher working on his doctorate in education became involved in a serious research problem. It is in education a particularly common problem about which researchers and even some "experts," apparently blind to its real meaning, make rather dangerous blunders. It is often a difficult choice between the experimentally replicable study or the educationally generalizable one: between a study which is easy to duplicate in method and result, or one which has relevance to what actually occurs in school.[84]

The impact and relevance of this questionnaire has encouraged this writer to tabulate the data received, question by question. A careful determination was made on a percent basis which indicated favorable agreement or disagreement to the questions based on the Humanization Guidelines as proposed by the Youth Advisory Council of

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[84] Gephart and Ingle, p. 369.

Massachusetts.

The questions were tabulated on a four part basis. The preliminary part dealt with the ages of the respondents and the cross section of those areas of Massachusetts which responded, namely: western, central, northeastern, and southeastern sections of the Commonwealth.

Part One dealt with the Preamble of the Humanization Guidelines and Part Two with the General and Specific Goals of the students in the Commonwealth of Massachusetts. Part Three asked questions which were determined through research, as relevant to the rights and responsibilities movement and applied to the particular position held by the respondent.

Each question which required a yes or no answer as well as those which required an agreement or disagreement are indicated in the tables by a percent response as well as the number of people responding. The tables in Part One and Two were designed to show a comparison of responses among the school board chairmen, the superintendents and the principals. This method gives a clearer view of how the school board chairmen, the superintendents and the principals felt about the Youth Advisory Council's desires for involvement in the high schools of this Commonwealth. Each table was footnoted in order that easy reference could be made to the questions as they appeared in the questionnaire and which can be found in the appendix of this dissertation.

According to Tyrus Hillway, "The Survey, then should not be mistakenly thought of as merely a fact-finding device. It may-- and often does-- result in important hypothesis or conclusions that

solve serious current problems."[85] Such information is contained in the following chapter.

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[85]Hillway, p. 196.

CHAPTER IV

ANALYSIS AND INTERPRETATION OF DATA

Introduction. The questionnaire, (which is supplied in sample form in Appendix B), was analyzed relative to the preliminary data. The questions relating to the Preamble on Rights and Responsibilities, the questions relating to the General and Specific Goals of Students, and the questions relating to the expertise of the respondents relative to the Rights and Responsibilities movement of students was also analyzed.

The questionnaire was supplied to 230 board chairmen, superintendents and principals who were contacted in the Commonwealth of Massachusetts. Eighty-eight school board chairmen replied, representing a thirty-eight percent return; 108 superintendents replied, representing a forty-six percent return; and 102 principals replied, representing a forty-four percent return.

According to Dr. Harold Hodgkinson of the Walden University staff and a research educator for the Center for Research and Development in Higher Education, University of California at Berkley, a fair reply to a questionnaire on a percent basis would be thirty-five percent.[86]

The chronological sequence of this chapter is as follows:

I. The Geographical Distribution of Responses for All Interviewed.

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[86] Dr. Harold Hodgkinson, Professor, (Lecture on Research Design and Methodology, Ed. 524, Walden University, Naples, Florida., Notes taken by John J. Hrinko, July 26, 1971).

II. Percentage of Responses by Age.

III. Summary of Responses by Percentage to Part I of the Questionnaire.

IV. Summary of Responses by Percentage to Part II of the Questionnaire.

V. Summary of Responses by Percentage to Part III of the Questionnaire.

VI. Summary of the Chapter.

I. The Geographical Distribution of Responses for All Interviewed.

Responses to the questionnaire on student rights and responsibilities came from all areas of Massachusetts. It is the percentage of respondents to this section of the questionnaire who generated the data which follows in reference to the geographical distribution of the school board chairmen, superintendents and principals.

The areas south of Boston and east of Foxboro are designated the southeastern part of the Commonwealth; Boston and areas north of the city and east of the Worcester line are designated the northeast section; the area north and south of Worcester from the Rhode Island border to the New Hampshire line are designated as the central areas of the Commonwealth; and Springfield west to the New York border and Vermont border to the north and Connecticut border to the south are designated as western areas of the Commonwealth. Table I shows the distribution of responses, according to area, of the school board chairmen, superintendents and principals.

The smallest number of responses came from school board chairmen in the central part of Massachusetts and the greatest number of responses from the superintendents in the southeastern part of the Commonwealth.

TABLE I

PERCENTAGES AND NUMBERS OF RESPONSES BY GEOGRAPHICAL AREA IN THE COMMONWEALTH[a]

Respondents	Total Res.	Western Mass.		Central Mass.		Southeastern Mass.		Northeastern Mass.	
		%	No.	%	No.	%	No.	%	No.
School Board Chairmen	88	27.3	24	11.3	10	30.7	27	30.7	27
Superintendents	108	22.2	24	17.5	19	33.4	36	26.9	29
Principals	102	28.4	29	18.7	19	28.4	29	24.5	25

230 Survey Instruments Were Mailed To Each Group

The increased response from the eastern part of the Commonwealth is probably due to the greater population. Also, superintendents from the southeastern part of the Commonwealth appear to have responded more than those from other areas, while the least response among the superintendents came from central Massachusetts.

The principals from both western and southeastern areas of the Commonwealth responded more than the other two areas. A high percentage of principals responded from sparsely settled western Massachusetts.

II. Percentage of Responses by Age. The age group distribution consisted of "self-selected respondents" among the school board chairmen, superintendents and principals. These educators elected to respond to this section indicating which age group they represented in the various leadership groups throughout the Commonwealth of Massachusetts. Table 2 shows the corresponding age and number categories represented by the school

[a]See Appendix B, pp. 112, 117, 122.

board chairmen, superintendents and principals.

TABLE 2

A TABULATION OF AGE CATEGORIES
BY PERCENT AND NUMBER [b]

Respondents	Total Res.	18-25		26-30		31-40		41-50		51-60		61-70	
		%	No.	%	No.	%	No.	%	No.	%	No.	%	No.
School Board Chairmen	88	None		None		22.6	20	50.0	44	27.4	24	None	
Superintendents	108	None		None		17.6	19	35.2	38	33.4	36	13.8	15
Principals	102	None		None		19.6	20	48.1	49	24.5	25	7.8	8

230 Survey Instruments Were Mailed To Each Group

It is perhaps interesting to note that no school board chairmen or superintendents or principals fall into the category of ages below thirty that participated. While there are people under thirty serving on school boards, none of them were chairmen which may be due to the lack of educational administrative experience at this age. Age related statistics are as follows: Since only eighty-eight chairmen replied, it appears that the majority of chairmen fall in the 41 to 50 age catogory throughout the Commonwealth of Massachusetts with no one serving as chairman in the 60 to 70 range of ages. The greatest number of superintendents range in ages from 41 to 60 with the least amount of those in the 31 to 40 and 61 to 70 age categories. Principals in the 41 to 50 age range seem to dominate that office throughout the Commonwealth with the least amount falling within the 61 to 70 range

[b] See Appendix B, pp. 112, 117, 122.

of ages.

III. Summary of Responses by Percentages to Part I of the Questionnaire. Table 3 shows the comparison of "self-selected respondents" among the school board chairmen, superintendents and principals who elected to respond to six of the questions in Part I. These questions covered the communication gap between students and adults, the alienation and radicalization of youth, the curriculum, the up-dating of teaching methods, and the use of authoritarianism in education.

Students have stated that there is a lack of "feeling-level communication" between adults and students. Response number one shows that many board chairmen do not agree with these statements, obviously feeling that there is no such thing as a communication gap between students and adults. Superintendents and principals, however, are nearly in agreement that there may be a great lack of communication within the school. This agreement may exist because the principals and superintendents, while not making policy, must carry it out by school board directives and therefore are in direct contact with the teaching staff and students. They are presumably better able to judge whether or not there is a lack of communication in the schools than board chairmen.

It has been suggested by young people in their guidelines that the lack of communication results from depersonalization, dehumanization, and ultramechanization. Fifty-eight percent of the principals, sixty-five percent of the superintendents, but only thirty-five percent of the school board chairmen felt that the biggest factor is depersonalization. Other factors generally cited were loss of family

TABLE 3

A TABULATION OF RESPONSES BY PERCENT AND NUMBER TO QUESTIONS IN PART I OF THE QUESTIONNAIRE PERTAINING TO THE SCHOOL BOARD CHAIRMEN, SUPERINTENDENTS, AND PRINCIPALS[c]

Question Number	School Board Chairmen 88 Total Responses						Superintendents 108 Total Responses						Principals 102 Total Responses					
	Yes		No		No Response		Yes		No		No Response		Yes		No		No Response	
	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.
1	37.5	33	62.5	55	0	0	44.5	48	48.2	52	7.3	8	42.2	43	51.9	53	5.9	6
3	71.6	63	0	0	28.4	25	74.1	80	15.8	17	10.1	11	67.6	69	24.5	25	7.9	8
5	91.0	80	4.5	4	4.5	4	92.6	100	3.7	4	3.7	4	98.0	100	0	0	2.0	2
6	95.5	84	4.5	4	0	0	88.1	95	2.8	3	9.1	10	98.0	100	0	0	2.0	2
7	77.3	68	18.2	16	4.5	4	85.2	92	13.8	15	1.0	1	90.1	92	7.9	8	2.0	2
	Agree		Disagree				Agree		Disagree				Agree		Disagree			
9	22.6	20	67.2	59	10.2	9	25.9	28	74.1	80	0	0	25.4	26	72.6	74	2.0	2

230 Survey Instruments Were Mailed To Each Group

[c]See Appendix B, pp. 112, 113, 117, 118, 122, 123.

cohesion, materialism, indifference toward parents, ultramechanization, and dehumanization.

Question three asked whether the respondent felt that the alienation and radicalization of youth was attributable to the increase of divorce, crime and drug abuse. Table 3 showed nearly total agreement that these factors were definite causes leading youth toward alienation and radicalization. All of the respondents agreed that the greatest factor leading toward alienation and radicaliztion was divorce being the most influential with drugs coming second.

Question five asked whether the curriculum should offer courses which would develop more personally satisfying relationships among people, their institutions and society. Table 3 indicates that school board chairman, superintendents and principals are in total agreement that the curriculum needs to contain courses that will satisfy a need for youth to relate better to society. This is a very popular notion among educators, that it has become necessary to think in terms of revising our present curriculum to meet the challenges of modern society.' These statistics seem to reflect this trend.

Question six asks whether the school should develop a curriculum which would deal with the new socio-economic-political realities that are emerging in today's society. According to the results received, the school board chairmen, superintendents and principals are all in agreement that the curriculum should be altered to embrace these qualities.

Question seven concerns the students' statement that it is no longer necessary to provide youth with didactic input but rather

that schools should teach them how to think, organize, analyze and synthesize information. This they say can be accomplished by opening their minds to the many new options in self-development, life styles, and society which are available to them. Table 3 shows that the principals especially, agree fully with the students in this regard. School board chairmen and superintendents also strongly agree that this avenue of approach is necessary in teaching young people. However, the general feeling of those who offered alternatives was that many students come to school with a closed mind and therefore refuse to listen to the professional teacher. Comments from some of the "self-selected respondents" are shown in Table 4 relative to the alternatives of question eight.

Question nine states the students opinion that authoritarianism should be eliminated from the educational world because it is a road block to educational progress. Table 3 shows that nearly seventy-five percent of all the "self-selected respondents" to question nine which deals with this position disagree with youth on this point. As can be seen, a relatively small number agree that authoritarianism should be eliminated from the educational scene.

The questionnaire respondents were asked in question ten to comment on their responses to the elimination of authoritarianism as suggested by youth. A summary of these responses is included in Table 5. These responses were generated by the school board chairmen, superintendents and principals who were polled. The respondents felt that there must always be someone in authority who disseminates knowledge and ability which would be lacking in a less knowledgable individual. The majority of respondents felt that authoritarianism is necessary and needed if young people

TABLE 4

A SUMMARY OF RESPONSES TO QUESTION NUMBER EIGHT
BY THE SCHOOL BOARD CHAIRMEN, SUPERINTENDENTS AND PRINCIPALS
IN PART I OF THE QUESTIONNAIRE [d]

Response Number	School Board Chairmen	Superintendents	Principals
1	It has always been the goal of education to teach the students to think, organize etc., in order that they can analyze for themselves, new ideas. It is not for us to to do it for them.	The knowledge explosion is so much greater than the capacity of anyone to absorb it that those who are responsible must be sure that the core is available to all after which each can go his own way.	How do you teach, how to think? We should strive to build in the students character and self-esteem. Make them thinkers not how to think. They should have pride in themselves.
2	It is my opinion that the council is using strong jargon language in their statement of number seven.	They think they are old enough for this because the mass media have told them so without appropriate research.	Unfortunately students are sent to school with a closed mind encouraged by parents in the home environment.
3	If the sixth word were changed to 'explore' it might be acceptable in conjunction with life styles and society available to them.	We as educators have always done this---the aim of education has always been to develop thinking citizens.	Teaching students to open their minds to what is being said. Frequently their mind is already made up and permanently closed to all suggestions.
4	Students should master the basic skills first and the rest will follow.	I am of the opinion that the answer depends on the circumstances under which life etc. would be presented.	Teach reality; human drives; natural laws that effect human behavior; psychology and sociology; the value of work; and responsibility to society and to oneself.

[d] See Appendix B, pp. 112, 117, 122.

TABLE 4 CONTINUED

Response Number	School Board Chairmen	Superintendent	Principal
5	Constant improvement on present methods is what is needed.	Students should be taught individual responsibility.	I find the students of today's society somewhat vague in their statements.
6	Place greater stress on the training for the responsibilities of parenthood and for all those in positions involving guidance and the trust of youth.	One can not 'open a student's mind'--you can make these things available to them but can't make them use them. I dare say what students want according to this has been an educational goal for every generation.	Education is a two way process. Much responsibility for learning is on the learner. Our society, perhaps is not conducive to putting the learner in the mood to learn. I don't think the blame lies with 'the establishment.' Youth expects too much.

[d]See Appendix B, pp. 112, 117, 122.

TABLE 5

A SUMMARY OF RESPONSES TO QUESTION NUMBER TEN
BY THE SCHOOL BOARD CHAIRMEN, SUPERINTENDENTS AND PRINCIPALS
IN PART I OF THE QUESTIONNAIRE [e]

Response Number	School Board Chairmen	Superintendents	Principals
1	Authority is essential to learning which is an essential toward a workable society	Intelligence, experience, co-operative thinking are better guides.	There must always be an authority element functioning within a constructive kind of society.
2	I am doubtful whether students mistake a free society operating under laws made by the democratic process from authoritarianism.	Control, too often, is the theme of the school. Any number of sociological studies from Waller to Talcott Parsons indicate this.	I consider authoritarianism not as authority but wisdom or guidance which all young people in the world can use and expect to receive.
3	Complete elimination of authority would lead to chaos. Authority should be used for guidance and not control.	Because it prevents learners from exploring and experiencing those avenues which will satisfy and those that will not satisfy.	The important thing is evaluation, growth, structure and productivity, not authoritarianism or no authoritarianism.
4	Lack of authoritarianism is the problem and it is getting worse, in the homes as well as schools and churches and elsewhere.	There are certain basic rules and regulations that apply to all people in a democratic society. Self-discipline has to stem from these basic rules and regulations to make the process workable.	There is no doubt in my mind that much of the authoritarianism that exists in schools today should be eliminated. However, all authority can never be eliminated. Someone must lead and show direction.

TABLE 5 CONTINUED

Response Number	School Board Chairmen.	Superintendents	Principals.
5	We must distinguish between authoritarianism in education and in an administrative rule. Authoritarianism in education, impedes one's ability to think, acquire, analyze etc., by creating a dependence on the authoritarian figure and degrade subject matter.	Authoritarianism by outside forces should be minimized. The exercise of some form of authority cannot be eliminated. When the students become part of the decision making process, they will be exercising a form of authority, which, if not developed with care, may become a form of reverse authoritarianism.	Students must have standards which are consistent. If it must be done authoritatively at times then so be it. Perhaps at times it can be done democratically. There is a place in our educational system for both approaches depending on the situation and the persons involved.
6	Youth needs direction therefore I believe that we must have some form of authority.	Authoritarianism is a relative term; it can be eliminated.	There must always be an authority element functioning within a constructive kind of society.
7	Discipline is the framework of success. Self-imposed discipline must be taught not merely given verbalism. The alternative seems to be chaos and lack of students reaching their potential.	To some degree it is necessary to provide guidance and direction to those who have not been exposed to our total complex society because of age, maturity, inexperience etc. Everyone changes with age and maturity.	First we must define authoritarianism and to what extent is it to be practiced. Even a democratic chairman must exercise some authoritarianism when he insists that all discussion must be channeled through him. If we think of the authoritarian administrator of the 30's and 40's then yes, it should be eliminated.

[e]See Appendix B, pp. 113, 118, 123.

expect to adequately take their places in a dynamic society after their termination as high school students.

IV. Summary of Responses by Percentages to Part II of the Questionnaire. The questions contained in Part II of the questionnaire were related to the general and specific goals found in the Humanization Guidelines of students in the rights and responsibilities movement. The questions asked in this part cover the formation of a liaison committee between students and the administrators; learning experience; modern options to the learning process; student-faculty communication; sensitivity training for teachers and students; participation in contemporary issues; concern for the non-college student; general education development tests; and the tenure issue of teachers and administrators. The "self-selected respondents" who elected to respond to this section of the questionnaire is shown in Table 6 by percent and numbers of responses.

Question one relates whether students in every high school in Massachusetts should form a Committee for Co-Ordination of Study and Recommendation (CSSR). This group would formulate proposals for the improvement of education. The response was somewhat negative for the school board chairmen, who do not wish to see another group or committee formed which would tie up committee members more than they presently are. However, better than fifty percent of the superintendents and principals obviously feel that this type of interchange would help to ease tensions and bring some semblance of order to the educational scene. There is, however, a small minority who side with the board chairmen on this issue and perhaps represent the more conservative elements of administration.

Question two asks how educators think that student participation

TABLE 6

A TABULATION OF RESPONSES BY PERCENT AND NUMBER TO QUESTIONS IN PART II OF THE QUESTIONNAIRE PERTAINING TO THE SCHOOL BOARD CHAIRMEN, SUPERINTENDENTS, AND PRINCIPALS[f]

	School Board Chairmen 88 Total Responses						Superintendents 108 Total Responses						Principals 102 Total Responses					
Question Number	Yes		No		No Response		Yes		No		No Response		Yes		No		No Response	
	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.
1	27.3	24	63.6	56	9.1	8	54.6	59	37.1	40	8.3	9	55.9	57	43.1	44	1.0	1
3 A	62.5	55	19.3	17	18.2	16	67.6	73	24.1	26	8.3	9	63.7	65	21.6	22	14.7	15
B	52.2	46	28.4	25	19.4	17	61.1	66	28.8	31	10.1	11	65.7	67	21.6	22	12.7	13
C	51.1	45	30.7	27	18.2	16	70.4	76	15.8	17	13.8	15	51.9	53	29.4	30	18.7	19
D	64.7	57	17.1	15	18.2	16	64.0	69	22.2	24	13.8	15	51.9	53	19.7	20	28.4	29
4	77.2	68	4.6	4	18.2	16	88.1	95	2.8	3	9.1	10	82.4	84	8.8	9	8.8	9
5	59.1	52	30.7	27	10.2	9	57.3	62	32.6	35	10.1	11	37.3	38	62.7	64	0	0
6 A	80.6	71	10.3	9	9.1	8	76.9	83	2.8	3	20.3	22	90.2	92	5.9	6	3.9	4
B	80.6	71	10.3	9	9.1	8	87.0	94	0	0	13.0	14	90.2	92	3.9	4	5.9	6
C	86.4	76	4.5	4	9.1	8	89.9	97	0	0	10.1	11	94.1	96	2.0	2	3.9	4

TABLE 6 Cont.

Question Number	School Board Chairmen						Superintendents						Principals					
	Yes		No		No Response		Yes		No		No Response		Yes		No		No Response	
	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.
7	21.5	19	59.1	52	19.4	17	26.9	29	64.0	69	9.1	10	34.3	35	63.7	65	2.0	2
8	50.0	44	36.4	32	13.6	12	37.1	40	54.6	59	8.3	9	59.8	61	40.2	41	0	0
9	95.5	84	0	0	4.5	4	94.4	102	4.6	5	1.0	1	100.0	102	0	0	0	0
11	77.3	68	18.2	16	4.5	4	67.6	73	26.9	29	5.5	6	76.4	78	21.6	22	2.0	2
12	20.4	18	39.8	35	39.8	35	36.1	39	36.1	39	27.8	30	28.4	29	48.1	49	23.5	24
13	59.1	52	37.4	33	1.5	3	55.6	60	36.1	39	8.3	9	32.4	33	67.6	69	0	0
14	33.0	29	62.5	55	4.5	4	25.0	28	70.4	76	3.6	4	14.7	15	85.3	87	0	0
230 Survey Instruments Were Mailed to Each Group																		

[f] See Appendix B, pp. 113, 114, 115, 118, 119, 120, 123, 124, 125.

in the total learning experience may be increased to become a major part of their schooling. A separate table on this question has been utilized to show a comparison of the various responses involved. Five random responses from the "self-selected respondents" of each group is shown in Table 7. The dominant solution offered by all three groups is an expansion of curriculum in order to create a meaningful educational experience. There are, however, negative reactions which are included in the table.

Question three stated four options on how students may learn the decision-making process involved in self-time management in order to have an organized, productive life. The options were optional study hall attendance, open campuses, extended school day, and extended school year programs. School board chairmen favored the optional study hall method and extended school year programs. They favored least the open campuses and extended school day. The superintendents favored optional study hall attendance and the extended school day concept. Principals were highly in favor of the open campus concept. They also favored the optional study hall idea. However, all of the respondents who reacted to these suggestions felt that each of these areas could help the students to develop their need for self-time management.

Question four was a follow-up to question three, asking whether the respondents were in favor of the over-all participation in these programs as suggested by youth. Generally speaking, they would all like to try such programs as seem educationally workable in their districts.

Question five asked whether there existed in the participants

TABLE 7

A SUMMARY OF RESPONSES TO QUESTION NUMBER TWO
BY THE SCHOOL BOARD CHAIRMEN, SUPERINTENDENTS AND PRINCIPALS
IN PART II OF THE QUESTIONNAIRE[g]

Response Number	School Board Chairmen	Superintendents	Principals
1	This is an outstanding question; however, I would point out that learning can only take place within the student, therefore the problem is to motivate by any methods and devices which work.	By making the student a participant in the administration of the school. Not by dictates, demands etc. but through responsible involvement in decisions affecting school life and the curriculum.	Developing analytical and intellectually inquisitive thought need not be isolated to the affective mode of learning. More emphasis must be placed in some academic discipline to the cognitive.
2	Through more enthusiasm; better prepared teachers and more of a person-to-person rather than teacher-to-pupil attempt at communication.	More opportunity should be provided for independent study and students should have the privilege to experience the consequences of their actions.	By humanizing the curriculum and by humanizing the teaching profession. By a greater movement toward meaningful interpersonal relations.
3	By providing a relevant curriculum, established by qualified and experienced personnel.	By increasing structured affective learning in an 'open-classroom atmosphere.'	Through a greater student involvement, independent study and a wave of democratic procedures.
4	Through small group interaction.	By providing experiential and behavioral type courses of study.	Through changes in the curriculum and methodology.
5	By students applying themselves to a stronger desire for learning.	By instituting discussion type courses that carry the grade of P or F.	Through honest and sincere study. Knowledge is the basis of inquisitive thought.

[g]See Appendix B, pp. 113, 118, 123.

school at the time a lack of communication between students and the school faculty. More than fifty percent of the superintendents agreed that this is a truism and obviously felt that something should be done to increase such communication. School board chairmen, however, do not feel that there is such a problem; perhaps because they are somewhat removed from direct day-to-day contact within the school complex. Thirty-seven percent of the principals think that there is a breakdown indicating that a significant number admit the existence of a communication gap between students and faculty. However, the majority of the principals strongly disagreed that there is any communication breakdown between faculty and students.

Question six asks that if this communication between students and the faculty is met with responsiveness without defensiveness, will such communication reduce three specific qualities; alienation, general problems or produce an atmosphere of understanding conducive to learning. All three segments of the responding educators agreed with youth that this would be the result, especially in producing an atmosphere of understanding that would be conducive to learning.

Question seven states a student position that teachers should participate in sensitivity groups which would eliminate emotional issues and certain aspects of lack of training in dealing with students problems. However, all of the respondents indicated that this type of training was unnecessary for teachers. The strongest opposition came from the superintendents and principals who obviously felt that they are sensitive enough to students demands and that other, more practical means should be sought to eliminate the problem. Most of

the respondents indicated in the why section of the question that adequate training was being received at the college and graduate level in the area of psychology and philosophy to prepare teachers to understand youth and their feelings. Others strongly state that saturation with sensitivity training causes one to lose touch with reality, while still others stated that not everyone could adequately cope with this type of training and therefore it should not be made mandatory. Voluntary subjection to sensitivity training would be acceptable in some of the respondents opinions.

Question eight asks whether sensitivity training should be made available to students in the schools. School board chairmen and superintendents do not value sensitivity training as an integral part of the students emotional development in their schools. As reasons, the board chairmen mainly cite the expense involved in the hiring of trained personnel to do this kind of work, as well as the difficulty in finding people who are qualified to conduct this type of training. Others state that sensitivity training is a form of "mind cracking" and should never be introduced into the high school. The main objections voiced by the superintendents is difficulty in the acquisition of trained personnel to accomplish this goal even though they agree that students should be afforded the opportunity to participate in sensitivity and group training. Principals caution, however, that such courses should not be adopted without the full co-operation of the student and his parents.

Question nine asks whether our high schools should deal with issues

contemprorary to our society through seminar and discussion courses. To this question the respondents almost unanimously agreed that everyday issues should be discussed within the high school. All three groups of respondents felt that this goal could be accomplished through seminar groups; introduction of mini courses; the inclusion of community leaders in classroom discussions; and the broadening of the curriculum to include those areas most pertinent to the interests of youth which will help them in their future and will also assist them to contribute to the progress of this country.

Stimulated social concern should be supplemented with a well organized understanding of how to produce changes through our government, in order to produce good citizens. Question ten asks how can this best be done. Table 8 shows five of the answers received from the "self-selected respondents" representing the school board chairmen, superintendents and principals. The overall response appears to suggest that students take a more active role in local government and also that they seek out the answers to their questions through the study of law. Many indicate that youth must understand and assume the responsibility of citizenship as well as the rights which supplement it.

Question eleven asks the respondents whether they believed that our high schools are doing enough for our non-college bound students. School board chairmen and principals seem to agree that the schools are not doing enough for the terminal student. Superintendents agree generally with this, but they are not so strong in their opinion as the other two classes of respondents. The overall theme

TABLE 8

A SUMMARY OF RESPONSES TO QUESTION NUMBER TEN
BY THE SCHOOL BOARD CHAIRMEN, SUPERINTENDENTS AND PRINCIPALS
IN PART II OF THE QUESTIONNAIRE[h]

Response Number	School Board Chairmen	Superintendents	Principals
1	Utilization of speakers from all walks of life.	By introducing a law course taught by a lawyer.	Curriculum development, primarily by the social studies department.
2	Dedicated teachers can supplement course content for discussion.	Through participation as interns in the governmental process.	By teaching pride and faith in our governmental system.
3	Through the implementation of short seminars and electives.	By training youth to understand the responsibility of citizenship and not just the rights.	The school itself should provide the example through its own student government and its ability to influence environment.
4	It can be accomplished through more effective teaching of the social sciences.	It can be done by first teaching respect for others and secondly by emphasizing the power of the vote by a large majority.	Through an increased role for students in the process of education, but not in its management.
5	By developing more participation of students in decision making in schools as well as taking on specific responsibilities for the running of the schools.	Participation in student government and its development. The content of various social studies should include it and the constitutional and legal background of our society should be developed through student participation.	This is a very difficult task for schools if the home does not first provide any leadership. We must also teach the due process of law.

[h]See Appendix E, pp. 114, 119, 124.

of all three groups is that a greater number of occupational service courses should be introduced in connection with an expansion of existing vocational programs and a greater availability of work-study programs. Others felt that the industrial and business factions of our society have not shouldered their responsibility enough in the influence and training which they could offer to the non-college bound student. The dominant theme of the respondents was the introduction or expansion of occupational educational programs.

Question twelve asked whether the general education development test requirements be lowered from its present level of nineteen. Many of the questionnaire respondents were reluctant to respond to this idea of students of a younger age taking this test. The most interested in answering this question were the superintendents who also suggested that the age be lowered to sixteen. Principals for the most part felt that the requirements should be left unchanged. Those who did answer favor two to one keeping the requirements the same. Among those who did respond, the overall age for lowering is seventeen.

Question thirteen states that students say teachers tenure should not exceed five years. As to be expected, the school board chairmen and superintendents were strongly in favor of the students' suggestions. However, principals strongly disagreed on this point.

Question fourteen suggests that students participate in review boards of tenure and non-tenure teachers and administrators. Here all three respondent groups were adamantly opposed to such action. Principals, although willing to expand the rights of students, would

not allow them to sit in judgement when it came to their security as administrators; superintendents and school board chairmen were almost as reactive on this matter as the principals.

V. Summary of Responses by Percentages to Part III of the Questionnaire. A separate analysis of the data contained in Part III of the questionnaire by percent and number was generated by "self-selected respondents" consisting of school board chairmen, superintendents and principals. The questions are related to the rights and responsibilities movement of youth.

Three different questionnaires were sent out. Although most of the questions contained in the questionnaires were similar, certain questions which had a direct bearing upon the individual occupation and role of the respondent within the school system were tailored to these characteristics. To maintain clarity of presentation, questions will be summarized taking into consideration the differences between these roles.

A. School Board Chairmen. There were eighty-eight "self-selected respondents" among the school board chairmen which represents 38.2% of the 230 survey instruments mailed. This part of the questionnaire contained twenty questions, twelve of which required a yes or no response with one asking for an agreement or disagreement to the question asked. Seven of the questions required a brief comment or reply.

In question one, each school board chairmen was asked if in his opinion the composition of his board is predominantly liberal or conservative. Twenty percent indicated that the composition of their boards were liberal while fifty percent indicated that they were conservative. Thirty percent indicated that their respective school boards are evenly divided between liberal and conservative elements.

The chairmen were asked in question two if any demands have been sought by student representatives in the past two years. Seventy-three percent answered in the affirmative. This response might indicate that the youth movement is making itself known by approaching school boards with proposals or demands which it believes to be pertinent to students' rights. Only twenty-seven percent of the respondents indicated that they had not been approached by students seeking demands.

TABLE 9

A TABULATION OF RESPONSES BY PERCENT AND NUMBER TO QUESTIONS IN PART III OF THE QUESTIONNAIRE BY THE SCHOOL BOARD CHAIRMEN[1]

Total Responses - 88

Question Number	Yes		No		No Response		Agree		Disagree	
	%	No.	%	No.	%	No.	%	No.	%	No.
2	72.7	64	27.3	24	0	0				
4	75.0	66	25.0	22	0	0				
5	39.7	35	60.3	53	0	0				
6							26.1	23	73.9	65
7	15.8	14	84.2	74	0	0				
8	15.8	14	84.2	74	0	0				
9			100.0	88						
11			100.0	88						
13	36.4	32	63.6	56	0	0				
15	50.0	44	50.0	44	0	0				
17	45.4	40	32.8	29	21.8	19				
18	100.0	88	0	0	0	0				
19	12.4	11	87.6	77	0	0				

230 Survey Instruments Were Mailed

[1]See Appendix B, pp. 115, 116.

Question three asked the board chairmen what major demands were being sought by students. Chief among the replies were the following: the right to hold class-night off school grounds; the relaxation of athletic rules; a voice in the decision making which affects students; the right to have an open cafeteria; the introduction of mini courses into the curriculum; optional study halls; more released time; a voice in the establishment of a broader curriculum in order to include courses that presently do not exist; the relaxation of smoking regulations; and the implementation of an open campus. Many of these requests are singularly being granted in some schools throughout the Commonwealth as indicated by some of the responses.

In question four the school board chairmen were asked if they were receptive to the demands of students, and their response was an overwhelming seventy-five percent yes. Twenty-five percent indicated that they were not at all satisfied with these types of requests or approaches.

The school board chairmen were asked in question five if they felt that students should have a voice in the evaluation of teachers. Sixty percent replied in the negative, that they felt that students are not presently mature enough to sit in judgement of their teachers. Many felt that the student is in school to learn academics and not to sit in judgement on his teachers, even though the student is in direct contact with the teacher one hundred and eighty school days per year. There were, however, forty percent who indicated that they were in favor of students participating in the evaluation.

Board chairmen were asked in question nine whether they agreed

or disagreed about whether the curriculum for the high schools of Massachusetts is not meaningful to the students. The chairmen answered seventy-four percent in the negative that most of the curriculum in our schools is satisfying and that no change should be made. On the other hand, twenty-six percent agreed that there is room for improvement in order to make the curriculum more meaningful to students.

Board chairmen were asked in question seven if there are presently any representatives from the student body participating actively on their boards. Only sixteen percent indicated that there are representatives from the student body participating in their meetings. This low percentage might be explained by the only recent passage of an act of the legislature in Massachusetts, (October 29, 1971), which provided for a student representative to participate on the State Board of Education.[87]

Question eight and nine are related to question seven. They ask if the student, if included within the structure of the board, can make motions and vote. The same percentage prevails for question eight. As to whether students could vote on their motions, one hundred percent indicated no, since students by law cannot do so.

In question ten school board chairmen were asked for their opinions on how much involvement should come from the students relative to participation in decision making. Many felt that their

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[87] An Act Providing for Student Representation on the Board of Education, Establishing a Student Advisory Council to Said Board, and Creating Student Regional Councils, House of Representatives and Senate, the Commonwealth of Massachusetts, Chapter 1009, Boston, Massachusetts, October 29, 1971.

involvement should be limited to suggestions to the administration only. Others stated that students should be involved by having a voice in but not control of school matters. However, the majority of the board members, being consistent with question number four, indicated that there should be some sort of participation in the management of the schools by youth.

The Commissioner of Education, Dr. Neil V. Sullivan has written a book entitled Walk, Run or Retreat, which speaks in part of public school management and education. In chapter thirteen he covers some aspects of students' rights and responsibilities. The board chairmen were first asked in question eleven if they had read the book, and in question twelve their reaction to the chapter. None of the board chairmen had read the book and consequently could not comment on it.

Question thirteen asks whether teacher probation should be increased from three to five years. The board chairmen firmly believe, by sixty-four percent, that it should be increased by two years over the present level. In the past it has probably been shown that after the probation time, it has been difficult to remove incomptent teachers and a two year extended probation time would help facilitate their removal.

The top priority, it appears, with school committees is how to keep the educational costs from rising. Therefore the school board chairmen were asked in question fourteen whether the rights movement is as important as, more important than, or less important than the plight of the taxpayer relative to education. Fifty-three percent of the chairmen indicated that the rights movement of students to find their roles in the educational system is just as important as

the plight of the taxpayer who must pay the cost for education. A very few indicated that it is more important, and forty percent indicated that money issues are more important.

In the spring of 1971, the Massachusetts Department of Education issued a working draft on student rights and responsibilities. It urged local boards to form a committee to consider the rights and responsibilities of all students within the school complex and asked that their local committees report back to the Department in November of 1971. Board chairmen were asked in question fifteen if they followed this directive from the Commissioner's office. The reply from the chairmen was fifty percent. This failure to comply probably resulted from the lack of a clear cut guidelines and the fact that rights seemed to overshadow responsibilities in the working draft as pointed out by the principals' association in the fall of 1971.

It appears that throughout the country various school systems are approaching the rights movement by allowing a voice in school affairs to students at various levels. In question sixteen the chairmen were asked at what level in education students should become involved in the management of the school system. Fourteen percent indicated that elementary students should have a voice in management. The seriousness of this percentage is questionable and lacks definition by the board chairmen. Twenty-four percent indicate that some voice should be granted to those in the junior high school in areas that did not affect policy by school committees. The highest percentage of involvement agreed upon was twenty-eight percent at the high school level. Thirty-six percent, however, indicated that students should not have a voice in attempting to gain management at any level. These

respondents indicated that they do not feel students are yet mature enough to cope with the management of schools.

As a follow-up to question sixteen, board chairmen were asked if they felt that students in a high school should have a voice in the major decisions affecting their school system. A majority of forty-five percent indicated that this privilege should be granted students, while thirty-three percent of the respondents answered in the negative. A high percentage of twenty-two percent elected not to answer this question. Some of the board chairmen indicated that they do not feel that students are mature enough to make responsible decisions at that level.

The student rights movement connotes change or a deviation from what is presently considered the norm. The chairmen were asked if they felt that their school boards were receptive to change as called for by students in their movement towards more involvement in education and its effect on their future. The chairmen totally agreed that their boards are receptive to change.

Some chairmen indicated that students should first become taxpayers before they should be allowed to have a voice in school affairs. The board chairmen in question nineteen were asked if they agreed with this concept. An overwhelming majority of eighty-eight percent responded no to this question.

Question twenty asked the board chairmen what were the major issues facing education today. The responses were variegated, some of the more important issues mentioned being innovation for education's sake, finance of public education, training teachers to be specific

about educational goals, the lack of understanding of parents and educators about the true meaning of education, a need for a change in graduate school for education, the development of a meaningful curriculum and the modernization of disciplining children.

Also mentioned were the over-emphasis of individual desires of the moment, teachers who are not fully committed to education, the over-emphasis of rights and the under-emphasis of responsibility, equality of education, a need for the restructuring of the goals and objectives of education, a proper training of students for a modern dynamic society, securing top-notch faculty and administration, and seeking a means to get the average taxpayer to understand modern educational procedures and processes. Two or more of the respondents indicated each of these as being most important for the future of education in the Commonwealth of Massachusetts.

B. Superintendents. Table 10 shows that there were 108 "self-selected respondents" from the 230 superintendents who were polled which represents 46.9% of the total survey instruments mailed. The table also shows the responses of superintendents on a percent and number basis to six of the ten questions asked in Part III of their version of the questionnaire. They were asked to answer or comment briefly on the remaining four questions. An attempt was made to ask questions relative to the expertise of the superintendents and their responsibility to the school systems they manage.

Question one asked the superintendents what they felt the composition of their respective school boards were, relative to conservatism and liberalism. Fifty-five percent of the superintendents indicated that they have a conservative school board while twenty-seven percent indicated that the board is composed of liberal membership which indicates that

this is relatively consistant with the board chairmen.

TABLE 10

A TABULATION OF RESPONSES BY PERCENT AND NUMBER TO QUESTIONS IN PART III OF THE QUESTIONNAIRE BY THE SUPERINTENDENTS[j]

Total Responses - 108

Question Number	Yes		No		No Response	
	%	No.	%	No.	%	No.
2	69.4	75	30.6	33	0	0
3	52.8	57	47.2	51	0	0
6	13.0	14	85.2	92	1.8	2
8	45.4	49	54.6	59	0	0
9	50.9	55	49.1	53	0	0

230 Survey Instruments Were Mailed

Question two consisted of asking the superintendents if they were in favor of the Commissioner's movement in the direction of more student involvement in major issues facing school systems. Sixty-nine percent of the superintendents supported the Commissioner in his moves to involve youth in the major issues of education. Thirty-one percent, however, disagree that it is necessary to involve youth at any level in decisions involving major issues, but rather that such issues should be left up to the administration.

In question three they were asked if they have been approached

[j]See Appendix B, pp. 120, 121.

by students with demands for more involvement in the operation of the schools. Fifty-three percent of the superintendents replied in the affirmative. Forty-seven percent answered no to this question, possibly because many times, in larger schools where the superintendent would not have the direct contact with the students as in smaller systems, students would probably contact the principal first.

The superintendents were asked in question four what kinds of demands have been sought through them in the past two years. They included the open campus, relaxation of smoking rules, dress code changes, requests for the establishment of a work-study program, the introduction of a black studies program, request for a student lounge, a request for active participation in school committee meetings, the introduction of a more meaningful curriculum, relaxed study halls, a voice in the selection of teachers, and participation in the overall policies of the school. Many of the respondents indicated that some of these demands have been met and others are being contemplated by school boards and administrators.

In question five the superintendents were asked if they were receptive to the impact of the Youth Advisory Council on the communities of the Commonwealth. They were asked if they were mildly receptive, greatly receptive, or not receptive at all to the demands of students. Ten percent indicated that they were not receptive. The majority of superintendents, or fifty-six percent, indicated that they are mildly receptive which is an indication of a great conservative majority among the superintendents. The liberal of the superintendents, representing thirty-four percent of the faction, indicated that they

are greatly receptive to the demands of students.

Question six asked the superintendents whether they had read Commissioner Sullivan's book, Walk Run or Retreat. The reasoning behind this choice of book in the questionnaire was to find out if any number of superintendents were familiar with books concerning students' rights which were on the market. They were asked to comment on chapter thirteen which touches upon student rights and responsibilities. Only thirteen percent responded to the affirmative. The most typical responses were that his thoughts were favorable, that they indicated one man's opinion and that it should be re-written after more research, while some indicated that it is too theoretical. One comment said that, "The Commissioner has stated some very good ideas, some of which should be considered by the educational community."

Question eight asked whether the majority, in the respondent superintendents' opinion, of the Massachusetts superintendents are in favor of the student involvement in the management of schools. A surprising fifty-five percent felt that their fellow superintendents were not in favor of more student involvement. This is in direct contrast to their answers to the question concerning the favorability to the Commissioner's guide for more involvement by students. However, forty-five percent indicated that they are in favor of more student participation and involvement.

In question nine the superintendents were asked if they felt that the high school curriculum as it is today is meaningful to contemporary students. Fifty-one percent stated that they felt it was. Forty-nine percent, on the other hand, indicated that they did

not feel that our curriculums are meaningful to the students. Since the students have drafted a document called "A Curriculum for Meaningful Living," it is quite possible to assume that when the opportunity for change in curriculum does occur, the forty-nine percent that indicated they were disatisfied with the meaningfulness of the present curriculum will be more open to progressive change in this area.

The superintendents were asked in question ten what major issues are facing education today. The replies included the following areas of concern and interest to the superintendents: collective bargaining, finance of public education, the abdication of adult authority, the re-evaluation of the compulsory age of attendance, drug associated problems, administrative aid to education, the attraction of top students to the education field, student militancy, changes in the curriculum, research for the improvement of education, public apathy towards education, the evaluation of educational goals, the structure of decision making in public education, legal questions pertaining to education, and student involvement in all phases of educational management. The two major concerns of all the superintendents are the tax problem relative to gaining proper funding for quality education and the attempt of increased involvement in public educational management by students.

C. Principals. The data for this portion of the study was generated by the percentage of respondents answering the questions. Table 11 shows that there were 102 survey instruments returned by the "self-selected respondents" which represented 44.3% of the 230 enquiries mailed to the principals. The table shows the responses of the principals relative to the rights and responsibilities movement in the Commonwealth as it applies to them. There

are eleven questions which require a yes or no response and these are included in the table. Six of the other questions require a comment or choice of answers.

TABLE 11

A TABULATION OF RESPONSES BY PERCENT AND NUMBER TO QUESTIONS IN PART III OF THE QUESTIONNAIRE BY THE PRINCIPALS[k]

Total Responses - 102

Question Number	Yes		No		No Response	
	%	No.	%	No.	%	No.
2	26.5	27	73.5	75	0	0
3	78.4	80	19.7	20	1.9	2
5	73.5	75	26.5	27	0	0
6	82.3	84	11.8	12	5.9	6
7	16.7	17	80.4	82	2.9	3
9	16.7	17	61.8	63	21.5	22
10	49.0	50	47.1	48	3.9	4
11	36.3	37	61.8	63	1.9	2
12	32.4	33	65.7	67	1.9	2
14	8.8	9	86.3	88	4.9	5
16	62.7	64	34.3	35	2.9	3

230 Survey Instruments Were Mailed

The student population in many schools is represented by the student council. These councils have been for many years a direct link between the student body and administration. Their effectiveness, however, in past years has been debatable since in reality they have not truly represented all of the students. Principals were asked in question one who in their respective schools represents the total

[k] See Appendix B, pp. 125, 126.

student population. Seventy-four percent responded that the student council represents the student body. However, fourteen percent of the respondents indicated that the student-faculty council, which is a recommendation of the Youth Council, represents the students as their voice to the administration. Other responses mention organizations such as the student government, student union, student congress, and student assembly. These, however, were in the minority. It appears that in the future, however, the student-faculty council will become a stronger force in the high schools of the Commonwealth because of its steady increase since the arrival of Commissioner Sullivan.

In question two principals were asked if any of their students participate as representatives to school board meetings. Twenty-six percent of the high schools have students participating in school board meetings. This was ten percent higher than what school board chairmen reported. Two factors may explain the difference. First, more principals responded to the questionnaire than did board chairmen, and secondly, it is quite possible that students attend board meetings, but do not take an active role at the school board table. Research in some areas of the Commonwealth indicates this second possibility to be true in some cases.

Principals were asked in question three if the organization which represents the students has approached them with demands in the past two years. Seventy-eight percent indicated that they have been approached, with only twenty percent indicating that no attempt has been made via this route.

Principals were asked in question four what the major demands of these students were. The response indicated that they asked for the following: smoking privileges, dress code changes, the introduction of an expanded curriculum, more conferences with administrators, open study halls, open campus, senior privileges, participation in the evaluation of teachers, the establishment of mini courses, more freedom during non-class time, and the right to have an underground newspaper. Many of these demands are being met by administrators. The two demands which principals are not eager to grant are the establishment of smoking privileges and participation in the evaluation of teachers. Tenure and evaluation, it appears, are sacred items in which they do not care to have anyone have a voice except their peers.

Question five asked the principals whether they are receptive to the demands of students. Seventy-four percent favor students rapping with them about problems which face the entire student body. There is, however, a substantial twenty-six percent throughout Massachusetts who are not at all receptive to the demands of students.

Principals were asked in question six if they felt that students should have a voice in the management of the high school. Eighty-two percent responded in the affirmative. There are, however, twelve percent of the respondents who disagreed and felt that the students' only concern should be their studies.

Students have proposed through the youth council, guidelines for a curriculum in the high schools for a more meaningful living. They want major changes in the present curriculum. In question seven

principals were asked if they felt that radical changes should be made in the curriculum. Although seventeen percent of the principals agreed that changes should be made, eighty percent take issue with radical changes being made in the curriculum.

Question eight asked in what areas of the curriculum do you believe changes should be made. Principals answered this question by indicating the following points for change: an increase in courses teaching technical saleable skills, the introduction of psychology and sociology to the curriculum, the expansion of the summer school programs, the offering of more meaningful courses for the terminal student, the introduction of flexible modular scheduling, more emphasis on work-study apprenticeships, the expansion of or introduction of occupational educational programs, student involvement in curriculum development since it is the student who benefits from the type of curriculum offered, the up-dating of the curriculum for a meaningful existance, mini courses along with a multitude of electives, courses dealing with contemporary problems, a fusion of English and Social Studies courses aimed at more humanistic objectives, co-ed physical education and health classes, and a more meaningful humanistic program in all schools. The over-all concentration seems to be upon the terminal student who has not been considered as important as the college-bound student. The trend, however, is to equalize the importance of the college-bound and the non-college bound or terminal student.

Question nine asked whether, in the principals opinion, the student

should have a voice in the teacher evaluation. The majority of responses indicate that principals do not agree that students should have a voice in teacher evaluations. Only seventeen percent were willing to grant students this privilege.

In 1971, the Commonwealth witnessed the adoption of the open campus system of education in several school systems scattered throughout the state. Principals were asked in question ten if they were in favor of such an arrangement. Forty-nine percent indicated that they are favorable to this type of innovation. There are about twenty-five schools which have instituted the open campus concept, and those schools will more than likely become the models upon which other systems will be able to judge the feasibility of its adoption. Forty-seven percent of the respondents indicated that they are not in favor of the open campus concept. Some comment that their reasons are that their schools are in areas which cannot adequately adopt some of the concepts of the open campus. They also indicate that the legal aspects of releasing students would have to be clarified before they would attempt to institute it in their schools.

Question eleven asked whether the principals should allow smoking in restricted areas within the school. Sixty-two percent were against granting the students this privilege. Chief among the reasons were the present knowledge of the dangers of smoking and public apathy to those dangers. A substantial thirty-two percent indicated that students should be granted this privilege.

Principals were asked in question twelve if they felt that students

should handle discipline problems in conjunction with the administration of the school. Sixty-six percent voiced an opinion that discipline could more fairly be handled by administration rather than the students or a combination of students and teachers. Thirty-two percent agreed that it would be a good idea if students had a voice in the discipline of their peers. This respondent group indicated that perhaps a harsher punishment would mean more if it came from the students themselves.

Principals were asked in question thirteen what they felt the major changes in education will be in the years ahead as a direct result of the rights and responsibilities movement. The over-all consensus of opinion of the principals seems to be that students will begin to realize the complexities of education and that along with the rights which they gain will come a greater realization of the responsibilities which will accompany those rights. They feel that the students of the future will in fact share in the educational planning of their futures.

In question fourteen, the principals were asked if they had read Dr. Neil Sullivan's book, Walk, Run or Retreat. Only nine percent replied that they had read the book and of those who did, they stated that it was an average book with no earth-shaking suggestions made. Others had a more reactionary response to the book, feeling that the entire book is alarming and a voice of doom for education. On the whole, the responses were not favorable.

Question sixteen asked the principals if they felt that the students who are pressing for rights within the high school are truly sincere

in their demands on education and its management. Sixty-three percent of the principals felt that the students are sincere about bringing change to education. Thirty-four percent indicated that it is just a radical few who are trying to disrupt the normal educational pattern by attempting to take over the reins of education. The general feeling about the subject was that the majority of the students were honest in their efforts to change the educational system.

Principals were asked in question seventeen at what level in a students' education should he begin to have a voice in the operation of the school. Thirteen percent felt they should have a voice beginning in the elementary school. Nine percent felt that their participation should begin at the junior high level and fifty percent felt that it should begin at the high school level. There were, however, twenty-eight percent of the respondents who felt that students should not become involved in the operation of the school at any level.

VI. Summary of the Chapter. There are many areas concerning the student rights and responsibilities movement that find the school board chairmen, superintendents and principals in almost total agreement. However, there were various questions throughout the questionnaire which show the chairmen, superintendents and the principals taking issue with each other. Part I shows very little difference in the type of response although one group might be strongly in favor of or strongly against some particular suggestion

implied in the question. Also, the questions in Part I were primarily of a sociological nature and covered generally well-known trends in education that are, for the most part, generally accepted by most educators. Part II shows generally the same response as does Part I; however, there are some areas such as the communication gap and other areas that represent the disparity between generations where the superintendents voiced a stronger opinion than the other respondents. The same strong response was elicited by the Principals on the subject of teacher tenure. Opinions on written responses vary among all three of the respondents indicating the independence of thought among the offices; on the other hand, it is also possible to interpret these differences as a lack of communication between the various offices and an ignorance of contemporary knowledge about the issues.

In Part III of the questionnaire, each area of expertise relative to the respondents is taken seprately. Here the questions are tailored more to the particular position and role of the respondents, and answers, consequently, were more varied. School board chairmen are very definite in their opinions on the direction of youth in their attempt toward more educational involvement, and they expressed one hundred percent unanimity when asked if their boards are receptive to change as called for by students. However, they also expressed almost one hundred percent unanimity when asked if they would allow students to have a vote as representatives on the school boards. The response was negative. Taken together totally, it appears that the school board members, as viewed within the limitations of this

study, are the more cautious educational managers. The superintendents, on the other hand, have some strong opinions relative to student involvement related to the Commissioner of Education. In contrast to the school board chairmen, they appear to favor more involvement of students in the education process. Other answers are not exceptionally decisive collectively; however, many do voice strong opinions as to what direction should be taken by youth and the administration. Generally, the respondents felt that the administration should offer the greatest possible choices in order that a meaningful future can be assured to all students.

Principals are almost unanimous in their response to the question of curriculum change. They are also very strong in their response to the sincerity of youth and their rights movement, feeling that young people have a great deal more to offer with respect to their own education.

It is possible that the extreme range in responses to some of the questions occurred partly because of the age range of the respondents. There were relatively few whose ages ranged from thirty-one through forty. There were also few responses within the sixty-one through seventy age range. Thus many of the answers, either negative or positive, parallel the age differential of the forty-one to fifty age category. Although one is treading on dangerous territory to make assumptions outside the margins of the study, one might assume that the relative older age level of the respondents may have made the general response more conservative than if the

respondents came from a younger age bracket.

A second factor in the responses may be the geographical location of the respondents. Many of those who represent the western part of the state appear to be more conservative than the other areas where the rights and responsibilities issue is being felt on a much larger scale. It is also true that a more liberal faction of educators exists in proximity to any large urban center; which exists in the eastern section of the Commonwealth.

In the final chapter, the conclusions and implications will be discussed and analyzed and recommendations will be made based on the findings of this report.

CHAPTER V

CONCLUSIONS, LIMITATIONS, AND RECOMMENDATIONS

The information gathered in this study has produced an insight into the feelings and ideas which are presently being expressed by people who manage and direct our secondary schools. The rights and responsibilities movement is still in its infant stage and will emerge in the future as a factor to be dealt with as a major item in the education of every boy and girl in the Commonwealth of Massachusetts.

It must be realized that very little contemporary information is available on the subject of students' rights and responsibilities, and there are no existing studies of this kind. Therefore, it must be assumed that all conclusions and recommendations are projections of only the information collected within the margins of this study. In general, therefore, this study has shown that the rights and responsibilities movement is, in fact, in existence within the school systems of Massachusetts and has made some progress in many high schools throughout the Commonwealth.

Conclusions. The Department of Education in the Commonwealth of Massachusetts issued a booklet entitled, Educational Goals for Massachusetts, and in the section on "Pathways," the task force

has pointed out the need for schools in the Commonwealth to humanize the educational process. They further state that in order to realize the common goals of education the schools should:

> Accord dignity to the learner by respecting him as a person; by individualizing instruction in a manner which allows him to work according to his ability and to satisfy his need to succeed; by encouraging him to develop his own value system which is tempered with sensitivity to his obligations to others; by freeing his creative nature and by aiding him to develop his thought processes in a realistic atmosphere.[88]

According dignity to the learner also means not placing any particular role or social more' above any particular class of students. It is obvious then, that education today ought to focus its attention on all students, and not just a select few. In the past, our efforts were directed toward the college-bound student, and the terminal students were left without adequate educational support. Today, however, educators are beginning to realize that the future of the terminal student is as important as that of the college-oriented student.

Educators have become aware of the involvement of youth in the decision-making processes that are relevant to their education. Throughout the Commonwealth of Massachusetts, involvement in the new dimensions of associate membership on school committees, involvement with the open campus, and the creation of advisory councils are becoming more commonplace. In response to a letter sent to him on December 6,

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[88]Neil V. Sullivan, Chairman, Report of the Task Force on Educational Goals for Massachusetts, (Boston, Massachusetts: Department of Education Publication, 1971), p. 14.

1971, Commissioner of Education, Dr. Neil V. Sullivan commented:

> We learn the democratic process by living it. Student involvement in the drafting, testifying at public hearings and working for the enactment of the student on the State Board of Education legislation was extensive and fruitful. This is citizenship education.[89]

Education is knowledge and awareness, and these two factors have increased rapidly since the early sixties, thereby making the younger generation much more cognizant of their environment and the roles they wish to play in society.

An optimistic view of the direction that youth is taking along this trend was presented by Brigette and Peter Berger in "The Blueing of America":

> But as to the putatively green revolution we think that the following will be its most probable result: it will accelerate social mobility in America, giving new opportunities for upward movement of lower middle-class and working class people, and in the process will change the ethnic and religious composition of the higher classes. Put differently, far from "greening" America, the alleged cultural revolution will serve to strengthen the vitality of the technological society against which it is directed and will further the interests of precisely those social strata that are least touched by its currently celebrated transformations of consciousness.[90]

The implications of this statement are that there is a real revolution taking place in this Commonwealth and country pertaining to the rights and responsibilities of students. This is substantiated by the fact that school officials are recognizing the need to strengthen the technological opportunities through the emphasis

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[89] See Appendix C, pp. 132-133.

[90] Peter L and Brigitte Berger, "The Blueing of America," Intellectual Digest, (September, 1971), p. 25.

placed on occupational education and work study programs. Better than eighty percent of the respondents indicated in question eleven of Part II of the questionnaire that there was a definite need for programs directed toward the terminal student, the future blue collar workers of America.

The respondents to the questionnaire have pointed out that they are willing to listen to the teenagers and allow them a voice in their educational future in some limited ways, such as involvement in the open campus, representation on school committees, and the formation of student-faculty councils. Restrictions toward student involvement are being diminished each year. Dr. Ginott has pointed out that:

> There is a crucial difference between the old way of imposing restrictions and the new way of setting limits. In the past teenagers feelings were often ignored. The restrictions were set amidst anger and arguement and in a language that invited resistance. In the modern approach, limits are set in a manner that preserves our teenagers' self-respect.[91]

It appears from the results of the questionnaires that the objectives of the student youth are being examined, either negatively or positively, by the major parties involved in the management of our schools. It is obvious from the varied responses of this study, many of them positive, that school board chairmen, superintendents, and principals are involving young people and are providing a means for shared experiences in education. They are also

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[91]Dr. Haim G. Ginott, Between Parent and Teenager, (Toronto: The Macmillan Company, 1969), p. 150.

allowing students to share in the complexities of their education and are recognizing that the youth of the Commonwealth are creative and have much to contribute. They are attempting to bridge the generation gap in order to build a better and stronger educational community.

It is of significant interest to note that Education U.S.A. recently conducted a survey of the state departments of education to determine where the states stood on particular questions pertaining to student rights and responsibilities. The questions asked in that survey were as follows:

1. Do you have or are you preparing a policy on student rights?
2. Did students help write the policy?
3. Do you encourage students to serve on school boards or on advisory councils?
4. Are students in your state concerned about their civil liberties?
5. Have schools in your state been involved in any civil liberties court cases?[92]

Of the fifty states surveyed, thirty seven responded; and of this number, four answered yes to all five questions. The Commonwealth of Massachusetts was one among the states of California, New Jersey and New Mexico to return positive answers to all of the above questions. The problem of student rights and responsibilities is

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[92]National School Public Relations Association, Student Rights And Responsibilities-Courts Force Schools To Change, "What the States Are Doing," (Washington, D.C., 1972), pp. 45-46.

not one that is limited to the boundaries of Massachusetts. At least seventy-four percent of the states have been faced with this contemporary problem.

The in-depth study of this writer has attempted to show the collective attitudes of school administrators throughout the Commonwealth of Massachusetts and to offer recommendations that will be related to this study.

Limitations. The following limitations are listed in connection with this study:

1. Very little material has been published relating to the rights and responsibilities movement in the Commonwealth of Massachusetts.

2. The rights and responsibilities movement is in its early stages in the Commonwealth of Massachusetts.

Recommendations. Recommendations related to this study for educators in the public schools of Massachusetts are as follows:

1. Form student committees, and include in existing committees, which will involve all the major class and social structures that exist within the school, in order that a true cross-section of the student community will be represented.

2. Allow active student participation in school board meetings which would include voting power. Although this idea met with a very negative response from the respondents, it is felt by this writer that representation without real voting power is only a token action. This would add to the real force, in a measureable way, of the youth rights and responsibilities.

3. Introduce into all high schools of the Commonwealth occupational educational programs which will give the terminal student an opportunity to take an active productive role in society after graduation.

4. Curriculum formulation should be dealt with in reference to all the major social and racial classes that exist within the particular schools.

5. Initiate a program which will acquaint the school board members, superintendents and high school principals with the most contemporary and liberal literature on the subject of student rights and responsibilities.

6. Encourage independent research on the subject of student rights and responsibilities.

7. Promote the inclusion of honest, feeling-level communication between members of committees responsible for communication between students and educators.

8. Promote courses in the curriculum that stress comparisons between existing sociological and political ideas and the students' own values. According to the study results, a high degree of response tied in sociological conditions and student apathy, habits and unrest.

9. According to the questionnaire results, a very high response was elicited in developing curriculum that concentrates upon developing more personally satisfying relationships with other people and with society in general. It is projected that courses dealing with this interaction be developed and included in existing curriculums in the Commonwealth.

10. Although the response from question 1 of Part II of the questionnaire elicited a 55% positive reply, (27.3% on the part of the school board chairmen), this writer feels that enough of a response was elicited to warrant the formulation of Committees for Co-Ordination of Study and Recommendation. (See question number one in Part II of the questionnaire).

11. Generally the responses for the various participations by students in decision-making processes, (Question number three in Part II of the questionnaire), was answered in the affirmative, according to the study. Therefore, it is suggested that application of this idea be generally applied to the necessary departments.

12. According to the questionnaire results, a very high affirmative response was given to the inclusion of contemporary issues being introduced into seminar and discussion groups. It is suggested by this result that such a curriculum be included generally in the Commonwealth's schools.

Implications. Generally, the findings of this study indicate that high school students, judging by the reaction of the educators involved with the questionnaire, are becoming more involved in their own education. Many educators seem to be disturbed over the inclusion of certain ideas into their committees and they interpret these ideas as over-reactionary and too liberal. It seems, however, from the indications projected from this study that what we must do is promote more extensive communication of a "grass-roots" nature between students and educators. All educators, from every role and position in the educational community, must be ready to change with the advancing society. The reactions and evaluations projected from this study are only a small amount of the real education change that will take place in the future. Not only must the students eventually learn that responsibility goes hand-in-hand with the acquisition of rights, but educators, too, must understand that along with their position of authority, comes the responsibility of educating the student. Too often, it seems, authority and responsibility become confused. It must be remembered that the education of the student is the primary responsibility of the educator, not the perpetration of his authority.

If we are to improve education and if we are to discover new techniques in training our young to take their places in society, then we must involve them to a greater extent in determining their future.

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APPENDIX A

HUMANIZATION GUIDELINES FOR EDUCATION

PREPARED BY

THE COMMISSIONER OF EDUCATION"S YOUTH ADVISORY COUNCIL

HUMANIZATION GUIDELINES FOR EDUCATION

PREAMBLE

Our society is changing rapidly in many ways, as any society must do in order to effectively deal with the increasingly large number of new developments and their resultant benefits and problems. One of these changes, which especially affects youth, is a substantial decrease in the opportunities for personal growth in areas of decision making and the establishment of honest, feeling-level communication with people. This is largely a result of the depersonalization, dehumanization, and ultramechanization of our industrialized society. Disadvantageous effects reflecting these are exhibited by the increase in the alienation and radicalization of youth, and the related increase in the divorce, crime and drug abuse rates.

Our high schools should develop and administer methods to provide or replace the lost opportunities mentioned above for students by helping them to deal with these new socio-economic-political realities and to develop more personally satisfying relationships with people, their institutions, and their society.

Because it is no longer only necessary to provide youth with didactic input, schools must teach students how to think, organize analyze, and synthesize information by opening the students mind to

the many new options in self-development, life styles and society available to him. Authoritarianism is inconsistent with this doctrine because it is essentially a detrimental and ineffective method of substituting institutional decision making and thought for student decision making and thought. This can never be the purpose of a school, if the school is to satisfy the needs of a growing individual.

This statement provides guidelines to aid the local communities' development of school-student, community-citizen relationships that hopefully will nurture balance between individual human beings, their institutions, and their society.

- 3 -

HUMANIZATION GUIDELINES

GENERAL AND SPECIFIC GOALS

1. One reason for today's alienation of youth is the lack of communication and responsiveness to youth's desires and needs in institutions founded to serve them, not to frustrate them. All students must be given the opportunity, the right, and the responsibility to develop the decision making skills, communication skills, and responsiveness required to produce change within a relatively organized system. This development can be accomplished through:

   a. The maintenance of absolute respect for the students' rights and responsibilities as expressed in the Guidelines For Student Rights And Responsibilities.

   b. The establishment of an on-going Committee for Co-ordination of Study and Recommendation (C.C.S.R.) (or similar committee of a different name) composed of equal representation of students, teachers, administrators, and parents. The C.C.S.R. would act as an interface between the high school community and the local school committee by formulating proposals concerning issues and problems of mutual interest to the fore-mentioned groups for the consideration of local school committees. These proposals should be

concerned with change within the high school and should deal with issues mutually dictated by the needs of the school, the groups represented, and the members of the C.C.S.R. The C.C.S.R. should act as a forum for discussion and compromise between the groups and would co-ordinate, study, and consider any recommendations forwarded by any member or committee of the high school community, including those committees suggested in the following paragraphs.

c. The establishment of on-going departmental committees composed of students, teachers, and the department head. This committee would review yearly the department's curriculum and guarantee students, as well as teachers and administrators, the right and responsibility to establish changes in the curriculum of each department within the high school.

d. The establishment of a student-teacher-principal-superintendent of schools committee, to evaluate, re-develop, and re-directionalize the current disciplinary policies and all school rules and regulations at the high school whenever petitioned by any member of the high school. Provisions should be made for an orderly procedure of appeal from instructional evaluations especially those allegedly reached on non-academic grounds.

2. Since students must develop analytical and intellectually

inquisative thought processes, the student's participation in the total learning experience must be increased to become a major part of schooling. This can be facilitated by the following methods:

a. The number of seminar type courses should be increased because these focus on student participation.

b. Since good grades are not, in many cases, a result of an intuitive understanding of a subject, grades must be de-emphasized while learning should be stressed.

c. Independent study programs with a qualified advisor should be increased, made available, and promoted for all students. These programs should not have prohibitive pre-requisites based on previous course or grade background because independent study relies on initiative which may not have been elicited by formal courses.

d. Student tracking should be abolished because pre-requisites should be based on a student's knowledge gained by formal and informal means and on the student's needs and desires. A student's choice of courses should be dependent on a course catalogue which should state the focus, subject matter, and intensity of the courses available to all students.

3. Students must learn the decision making processes involved in self-time-management in order to have an organized, productive life. These processes can be obtained by participation in optional study hall attendance, open campus, extended school day, and extended

school year programs. Schools should promote and encourage participation in these alternative educational programs.

4. There is a need for increased communications between students and the school faculty. If communication is met with responsiveness without defensiveness, such communication will reduce alienation, relieve problems, and produce an atmosphere of understanding conducive to learning.

    a. Teachers should frequently and periodically convene informal discussion groups based on trust relationships with a limited number of students for the purpose of discussing criticisms and complaints concerning the teacher, teaching methods, the course, the texts, and the students.

    b. A written evaluation of the teacher, text, and course should be filed by each student for every course. The results of which should be made available to the individual teacher and his department head for their consideration and possible action.

5. Emotional issues and a lack of training often affect one's capacity to function in his job. This naturally applies to teachers. However, since a teacher's job affects the lives of many impressionable students, this interference must me minimized.

    a. Teachers should be required to take courses dealing with group dynamics, value clarification and modern teaching methodologies which concentrate on increased student participation in the learning experience.

b. Since emotional issues must be dealt with on an emotional level, teachers should be requested to participate in long term sensitivity training led by a trained group worker in order to facilitate self-awareness and attitudinal changes conducive to the establishment of a humane-understanding atmosphere in education.

c. Teachers should be allowed released time for in-service training programs. All teachers in public schools should participate in programs or courses on cultural diversity which deal with problems confronting the poor, disadvantaged, bi-lingual, and/or minority student, especially Blacks, Chicanos, Asians, and American Indians.

6. Schools must provide the opportunity for all students to develop into emotionally mature individuals.

a. Human relations and psychology courses should be available for all students who choose to deal with their emotions on a detached, intellectual basis.

b. Encounter and sensitivity groups facilitated by well trained group workers should be made available to all those students who wish or require more intensive help.

c. The ratio of guidance department personnel to students should be increased to a reasonable proportion. Each student should have two sensitized counselors. One counselor should deal only with the counseling and secretarial work required for the school programing of courses. These guidance personnel should be better

trained for career counseling as well as for future education counseling. The other counselor should be a more highly trained social worker and should be available for student counseling for both individual and group situations.

d. Confidentiality concerning the student's problems should be maintained at all times, and records concerning confidential matters should be avoided or minimized.

7. High Schools should deal with issues contemporary to our society through seminar and discussion group courses.

a. Health Education including drug and sex education should be made available to all students and should provide students with not only factual information but a medium for discussion of attitudes relevant to the course topic.

b. Courses in family living should be implemented and should include training in child development and the parental role in order to promote future healthy family situations.

c. Schools should also provide for all interested students Ecology Education which should examine the facts of pollution in general, explore the facts of local pollution problems, study local ecology activity groups, and examine methods of legal action against polluters in order to stimulate social concern in the citizenry of our country.

d. Studies of the involvement of Blacks and other minority groups in history should be implemented into Social

Studies courses by integrating them on an inter-disciplinary level. U. S. History courses should promote objectivity in dealing with actions of the government when it has acted on issues relative to minority studies and foreign policy.

e. Schools should also provide interdisciplinary courses in the Arts and Humanities for all students so that the human experience can be extended.

8. Stimulated social concern should be supplemented with a well organized understanding of how to produce changes through our government, in order to produce good citizens.

a. Schools should try to provide jobs associated with local government for students in co-operative education programs, work-study programs, or informal after-school programs.

b. English Departments should implement a Rhetoric Course which should deal with communication skills such as diplomacy, and public speaking and lecturing skills. Interdisciplinary policies, language, and literature should also be considered.

c. Schools should provide forums for discussion of political and social reform. Schools should also stimulate and encourage student political activity in student government and in the world outside of the school setting.

d. Courses in Criminal Justice and the law should be

offered to all students.

9. College is not the only option to a high school graduate; therefore, comprehensive high schools must train students for non-college options.

   a. Vocational, technical, distributive, and co-operative education should be promoted by schools and guidance counselors and made available to all interested students.

   b. Schools should seek and provide local volunteer and paying jobs for all interested students. These jobs should be available after or during school hours and should receive school course credit.

10. The present GED requirements should be changed to allow students to obtain a high school equivalency certificate before they reach age 19.

11. Tenure should never exceed a five year period. Review boards for both tenure and non-tenure teachers and administrators should include student participation in its decision-making process.

The Board of Education of the Commonwealth of Massachusetts encourages each community to seriously consider guidelines as expressed above and, wherever appropriate, to effect necessary changes. The effective implementation and development of a climate for learning requires the exercise of good faith on the part of students, parents, school personnel, and school officials, and a basic respect for the worth of each individual and his ability to contribute to his community.

APPENDIX B

Please Complete And Return In Self Addressed Envelope

NAME_____ AGE: 18-25___ 41-50___
26-30___ 51-60___
SCHOOL SYSTEM_____ 31-40___ 61-70___

Please Check Or Briefly Answer The Following Questions

I. The following questions are related to the Preamble of the Humanization Guidelines pertaining to students Rights and Responsibilities.

1. Do you believe that the lack of honest, feeling-level communication between students and adults is a result of the depersonalization, dehumanization and ultramechanization of our industrialized society? YES___NO___

2. Which of the factors above has contributed most to this lack of communication?

_____

3. Has the alienation and radicalization of youth been related to the rapid increase of divorce, crime and drug abuse in this country? YES___NO___

4. Which, in your opinion, of the above areas is the greatest contributor?

_____

5. Should the curriculum offer courses which would develop more personally satisfying relationships with people, their institutions and their society? YES___NO___

6. Should our schools develop a curriculum which would help to deal with the new socio-economic political realities? YES___NO___

7. Students state, that we must teach them how to think, organize, analyze, and synthesize information by opening the students mind to the many new options in self-development, life styles, and society available to them. Do you concur with this statement? YES___NO___

8. If you answered no in number seven, then what is the alternative?

_____

_____

9. Authoritarianism should be eliminated from the educational world says youth, because it is a road block to progress. Do you agree or disagree? AGREE___ DISAGREE___

10. Why do you agree or disagree?_____

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_____

II. The following questions are related to the General And Specific Goals found in the Humanization Guidelines as they relate to the Rights and Responsibilities of Students.

1. Should every high school in Massachusetts form a Committee for Co-Ordination of Study and Recommendation, (CCSR) consisting of equal representation of students, teachers, administrators and parents, whose function would be to act as an interface between the high school community and local school committee? This committee would formulate proposals concerning issues and problems of mutual interest for consideration by the local school committee. YES___ NO___

2. Since students must develop analytical and intellectually inquisative thought processes, the students participation in the total learning experience must be increased to become a major part of schooling. How do you think this may be accomplished?_____

_____

_____

3. Students must learn the decision making process involved in self-time management in order to have an organized, productive life. Do you believe that these processes can be obtained by participation in:

   A. Optional study hall attendance-----YES___ NO___
   B. Open Campus----------YES___ NO___
   C. Extended School Day----------YES___ NO___
   D. Extended school year programs------YES___ NO___

4. Should schools encourage participation in the above alternative educational programs? YES___ NO___

5. Do you believe there is presently a lack of communication between students and the school faculty? YES___ NO___

6. If communication between students and the school faculty is met with responsiveness without defensiveness, will such

communication reduce:

A. Alienation----------YES___NO___
B. Relieve Problems----------YES___NO___
C. Produce an atmosphere of understanding conducive to learning----------YES___NO___

7. Students say that emotional issues and a lack of training often affects ones' capacity to function in his job. They say that this applies to teachers. To counter this they advocate that all teachers should participate in long term sensitivity training which would lead to a humane understanding atmosphere in education. Do you think this necessary? Why?YES___NO___

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8. Should sensitivity training be made available to students in our schools? Why? YES___NO___

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9. Should our high schools deal with issues contemporary to our society through seminar and discussion courses? YES___NO___
How can this best be accomplished?_____

_____

_____

10. Stimulated social concern should be supplemented with a well organized understanding of how to produce changes through our government, in order to produce good citizens. How can this best be done?_____

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11. Do you believe that our high schools are not doing enough for our non-college bound students? YES___NO___
How can this best be rectified?_____

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12. Should the G.E.D. age requirement be lowered from nineteen?
To What Age?_____ YES___NO___

13. Students say that teachers tenure should not exceed five years.
Do you agree? YES___NO___

14. Students wish to participate in review boards of tenure and non-tenure teachers and administrators. Do you believe that they should? YES___NO___

III. The following questions are related to the Rights and Responsibilities Movement as it relates to your area of governance.

1. In your judgement, is the composition of your board:
Conservative_____Liberal_____

2. Have demands for change been sought by student representatives in the past two years? YES___NO___

3. What three major demands have students requested action upon for change in the past two years?_____

_____

_____

4. Are you in agreement with more student involvement in the management of a high school? YES___NO___

5. Students wish to have a voice in the evaluation of teachers.
Do you believe they should? YES___NO___

6. Students claim that the present high school curriculum in Massachusetts is not meaningful to them. Do you agree or disagree with this statement? AGREE___DISAGREE___

7. Do you have a student representative on your school board, appointed by students? YES___NO___

8. If yes in seven, can the student make motions? YES___NO___

9. If yes in eight can the student officially vote on <u>his</u> motions with the board? YES___NO___

10. To what extent do you feel students should be involved in education?_____

_____

_____

11. Have you read the book Walk, Run Or Retreat written by Commissioner Sullivan? YES___NO___

12. If yes in question number eleven, what was your reaction to chapter thirteen?_____

_____

_____

13. Students feel that a teachers probation should be increased from three to five years. Do you agree with this? YES___NO___

14. Do you feel that the students rights movement is: a. as important_____, b. more important_____ c. less important_____than the plight of the taxpayer relative to education?

15. Do you have a sub-committee working on the Commissioners' Guidelines for student Rights and Responsibilities instituted last spring? YES___NO___

16. At what age do you think students should become involved in the management of the school system? a. Elementary_____
b. Junior High_____
c. High School_____
d. Not At All_____

17. Do you believe students should have a voice in the major decisions affecting your school system? YES___NO___

18. Is your board receptive to change as called for by students? YES___NO___

19. Should students first become tax paying citizens before they can have a voice in how a school system should be run? YES___NO___

20. What do you feel are the major issues facing education today?

_____

_____

_____

_____

Thank you very much for your co-operation in the questionnaire you have just completed. A copy of the results will be sent to you on request.

Please Complete And Return In Self Addressed Envelope

NAME_____ AGE: 18-25___ 41-50___
26-30___ 51-60___
SCHOOL SYSTEM_____ 31-40___ 61-7-___

Please Check Or Briefly Answer The Following Questions

I. The following questions are related to the Preamble of the Humanization Guidelines pertaining to students Rights and Responsibilities.

1. Do you believe that the lack of honest, feeling-level communication between students and and adults is a result of the depersonalization, dehumanization and ultramechanization of our industrialized society? YES___ NO___

2. Which of the factors above has contributed most to this lack of communication?

_____

3. Has the alienation and radicalization of youth been related to the rapid increase of divorce, crime and drug abuse in this country? YES___ NO___

4. Which, in your opinion, of the above areas is the greatest contributor?

_____

5. Should the curriculum offer courses which would develop more personally satisfying relationships with people, their institutions and their society? YES___ NO___

6. Should our schools develop a curriculum which would help to deal with the new socio-economic political realities? YES___ NO___

7. Students state, that we must teach them how to think, organize, analyze, and synthesize information by opening the students mind to the many new options in self-development, life styles, and society available to them. Do you concur with this statement? YES___ NO___

8. If you answered no in number seven, then what is the alternative?

_____

_____

9. Authoritarianism should be eliminated from the educational world says youth, because it is a road block to progress. Do you agree or disagree? AGREE___ DISAGREE___

10. Why do you agree or disagree?_____

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II. The following questions are related to the General And Specific Goals found in the Humanization Guidelines as they relate to the Rights and Responsibilities of Students.

1. Should every high school in Massachusetts form a Committee for Co-Ordination of Study and Recommendation, (CCSR) consisting of equal representation of students, teachers, administrators and parents, whose function would be to act as an interface between the high school community and local school committee? This committee would formulate proposals concerning issues and problems of mutual interest for consideration by the local school committee. YES___ NO___

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   A. Optional study hall attendance-----YES___ NO___
   B. Open Campus----------YES___ NO___
   C. Extended School Day----------YES___ NO___
   D. Extended school year programs------YES___ NO___

4. Should schools encourage participation in the above alternative educational programs? YES___ NO___

5. Do you believe there is presently a lack of communication between students and the school faculty? YES___ NO___

6. If communication between students and the school faculty is met with responsiveness without defensiveness, will such

communication reduce:

A. Alienation----------YES___NO___
B. Relieve Problems----------YES___NO___
C. Produce an atmosphere of understanding conducive to learning----------YES___NO___

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8. Should sensitivity training be made available to students in our schools? Why? YES___NO___

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9. Should our schools deal with issues contemporary to our society through seminar and discussion courses? YES___NO___
How can this best be accomplished?_____

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10. Stimulated social concern should be supplemented with a well organized understanding of how to produce changes through our government, in order to produce good citizens. How can this best be done?_____

_____

_____

11. Do you believe that our high schools are not doing enough for our non-college bound students? YES___NO___
How can this best be rectified?_____

_____

_____

12. Should the G.E.D. age requirement be lowered from nineteen? To What Age?_____ YES___NO___

13. Students say that teachers tenure should not exceed five years. Do you agree? YES___NO___

14. Students wish to participate in review boards of tenure and non-tenure teachers and administrators. Do you believe that they should? YES___NO___

III. The following questions are related to the Rights and Responsibilities Movement as it relates to your area of governance.

1. In your opinion, is your board mostly composed of conservatives or liberals? Conservatives_____Liberals_____

2. Are you in favor of the Commissioners' movement in the direction of more student involvement in major issues facing school systems? YES___NO___

3. Have students approached you with demands for more involvement in the operation of the schools? YES___NO___

4. What major demands have been sought through you by students in the past two years?_____

_____

_____

5. Are you greatly receptive_____,mildly receptive_____, not at all receptive_____,to students' demands?

6. Have you read Commissioner Sullivan's book, Walk, Run Or Retreat? YES___NO___

7. If yes in six, what was your reaction to chapter number thirteen?_____

_____

_____

8. Would you say that the majority of the Massachusetts superintendents are in favor of more student involvement in the management of schools? YES___NO___

9. Do you feel that the high school curriculum as it is today in the state of Massachusetts is meaningful to todays students? YES___NO___

10. What do you feel are the major issues facing education today?

_____

_____

_____

_____

_____

Thank you very much for your co-operation in the questionnaire you have just completed. A copy of the results will be sent to you on request.

Please Complete And Return In Self Addressed Envelope

NAME_____ AGE: 18-25___ 41-50___
26-30___ 51-60___
SCHOOL SYSTEM_____ 31-40___ 61-70___

Please Check Or Briefly Answer The Following Questions

I. The following questions are related to the Preamble of the Humanization Guidelines pertaining to students Rights and Responsibilities.

1. Do you believe that the lack of honest, feeling-level communication between students and adults is a result of the depersonalization, dehumanization and ultramechanization of our industrialized society? YES___ NO___

2. Which of the factors above has contributed most to this lack of communication?

_____

3. Has the alienation and radicalization of youth been related to the rapid increase of divorce, crime and drug abuse in this country? YES___ NO___

4. Which, in your opinion, of the above areas is the greatest contributor?

_____

5. Should the curriculum offer courses which would develop more personally satisfying relationships with people, their institutions and their society? YES___ NO___

6. Should our schools develop a curriculum which would help to deal with the new socio-economic political realities? YES___ NO___

7. Students state, that we must teach them how to think, organize, analyze, and synthesize information by opening the students mind to the many new options in self-development, life styles, and society available to them. Do you concur with this statement? YES___ NO___

8. If you answered no in number seven, then what is the alternative?

_____

_____

9. Authoritarianism should be eliminated from the educational world says youth, because it is a road block to progress. Do you agree or disagree? AGREE___DISAGREE___

10. Why do you agree or disagree?_____

_____

_____

_____

II. The following questions are related to the General And Specific Goals found in the Humanization Guidelines as they relate to the Rights and Responsibilities of Students.

1. Should every high school in Massachusetts form a Committee for Co-Ordination of Study and Recommendation, (CCSR) consisting of equal representation of students, teachers, administrators and parents, whose function would be to act as an interface between the high school community and local school committee? This committee would formulate proposals concerning issues and problems of mutual interest for consideration by the local school committee. YES___NO___

2. Since students must develop analytical and intellectually inquisative thought processes, the students participation in the total learning experience must be increased to become a major part of schooling. How do you think this may be accomplished?_____

_____

_____

3. Students must learn the decision making process involved in self-time management in order to have an organized, productive life. Do you believe that these processes can be obtained by participation in:

   A. Optional study hall attendance-----YES___NO___
   B. Open Campus----------YES___NO___
   C. Extended School Day----------YES___NO___
   D. Extended school year programs------YES___NO___

4. Should schools encourage participation in the above alternative educational programs? YES___NO___

5. Do you believe there is presently a lack of communication between students and the school faculty? YES___NO___

6. If communication between students and the school faculty is met with responsiveness without defensiveness, will such

communication reduce:

A. Alienation----------YES___NO___
B. Relieve Problems----------YES___NO___
C. Produce an atmosphere of understanding conducive to learning----------YES___NO___

7. Students say that emotional issues and a lack of training often affects one's capacity to function in his job. They say that this applies to teachers. To counter this they advocate that all teachers should participate in long term sensitivity training which would lead to a humane understanding atmosphere in education. Do you think this necessary? Why?YES___NO___

_____

_____

_____

8. Should sensitivity training be made available to students in our schools? Why? YES___NO___

_____

_____

_____

9. Should our high schools deal with issues contemporary to our society through seminar and discussion courses? YES___NO___
How can this best be accomplished?_____

_____

_____

10. Stimulated social concern should be supplemented with a well organized understanding of how to produce changes through our government, in order to produce good citizens. How can this best be done?_____

_____

_____

11. Do you believe that our high schools are not doing enough for our non-college bound students? YES___NO___
How can this best be rectified?_____

_____

_____

12. Should the G.E.D. age requirement be lowered from nineteen? To What Age?_____ YES___NO___

13. Students say that teachers tenure should not exceed five years. Do you agree? YES___NO___

14. Students wish to participate in review boards of tenure and non-tenure teachers and administrators. Do you believe that they should? YES___NO___

III. The following questions are related to the Rights and Responsibilities Movement as it relates to your area of governance.

1. What student organization in your school represents the total student population?_____

2. Does the above organization have a representative participating in school board meetings? YES___NO___

3. Has this organization proposed any demands to the administration in the past two years? YES___NO___

4. What major demands are they seeking?_____

_____

_____

_____

5. Are you receptive to the demands of students? YES___NO___

6. Do you feel that a student should have a voice in the management of the high school? YES___NO___

7. Students want major changes in the curriculum. Do you believe that radical changes should be made? YES___NO___

8. In what areas of the curriculum do you believe changes should be made?

_____

_____

_____

9. Students want a voice in the yearly evaluation of non-tenure teachers. Do you believe that they should have a voice in teacher evaluation? YES___NO___

10. Are you in favor of an open campus for your school?
YES___NO___

11. Do you feel that smoking should be allowed in restricted areas of the high school for students? YES___NO___

12. Do you feel that students should handle discipline problems in conjunction with the administration of the school?
YES___NO___

13. What major changes do you see in the years ahead as a direct result of the students rights movement?

_____

_____

_____

14. Have you read the book written by Commissioner Sullivan called Walk, Run Or Retreat? YES___NO___

15. If yes in fourteen, what was your reaction to chapter thirteen?

_____

_____

_____

16. Do you believe that those students who are fighting for rights within the high school are truly sincere in their demands?
YES___NO___

17. Taking into consideration that students mature at different levels, at what level in education should students begin to have a voice in the operation of the school as a whole?
1. Elementary_____
2. Junior High_____
3. High School_____
4. Not At All_____

Thank you very much for your co-operation in the questionnaire you have just completed. A copy of the results will be sent to you on request.

APPENDIX C

DR. E. HARRY BOOTHBY
SUPERINTENDENT-PRINCIPAL

RAYMOND A. HAMILTON
ASST. SUPERINTENDENT-PRINCIPAL

JOHN J. HRINKO
ADMINISTRATIVE ASSISTANT

KATHERINE I. McINNES
GUIDANCE DIRECTOR

Whitman-Hanson
Regional High School

FRANKLIN STREET
WHITMAN, MASSACHUSETTS 02382
TELEPHONE 447-5544

September 29, 1971

Box 304
831 East Washington St.
Hanson, Massachusetts
0 2 3 4 1

Dear Sir:

I am in the process of writing my theses for a Ph. D. in education. My subject is "The Effect of Student Rights and Responsibilities Movement on Massachusetts Schools."

In order to complete my theses, I have devised a series of Questionnaires dealing with this movement. I would appreciate it very much if you could take a few moments from your busy schedule and complete the enclosed forms and send them back to me by way of the self addressed envelope enclosed.

Also, if you would pass on the questionnaire enclosed to your school board chairman and high school principal for completion and return, it would be greatly appreciated by me.

Thank you for your assistance in this very important matter. Please return by October 10th. Thank you sincerely.

Professionally yours,

John J. Hrinko

Enclosures 3

The Commonwealth of Massachusetts
Department of Education
182 Tremont Street, Boston 02111

DIVISION OF
CURRICULUM AND INSTRUCTION

October 8, 1971

Mr. John J. Hrinko
Administrative Assistant
Whitman-Hanson Regional High School
Franklin Street
Whitman, Massachusetts 02382

Dear Mr. Hrinko:

Your recent letter to the Department of Education has been referred to me for reply.

The following breakdown represents the various school districts in the Commonwealth of Massachusetts. It is quite possible that there may be duplications inasmuch as many people do not know how to fill out computer cards. I noticed some discrepancies while going through the list and have removed these.

Total School Districts	394
Grades 1-12	181
" 1-9	2
" 1-8	55
1-7	1
1-6	76
Regionals	
1-6	2
7-12	29
9-12	11
1-12	9
Vocational Regional	25
Agricultural	3

I hope that this is the information that you requested.

Sincerely yours,

James M. Horton
Senior Supervisor in
Secondary Education

JMH/mak

DR. E. HARRY BOOTHBY
SUPERINTENDENT-PRINCIPAL

RAYMOND A. HAMILTON
ASST. SUPERINTENDENT-PRINCIPAL

JOHN J. HRINKO
ADMINISTRATIVE ASSISTANT

KATHERINE I. McINNES
GUIDANCE DIRECTOR

Whitman-Hanson Regional High School

FRANKLIN STREET
WHITMAN, MASSACHUSETTS 02382
TELEPHONE 447-5544

October 11, 1971

Box 304
831 East Washington St.
Hanson, Massachusetts
0 2 3 4 1

Dear Sir:

Recently, you received a questionnaire to complete and distribute to your school board chairman and principal of your high school in connection with a study I am conducting on student rights and responsibilities.

The results of this study could help those who manage our schools acquire an insight into the rights and responsibilities movement of our youth in the Commonwealth of Massachusetts.

May I make another request of you to have the questionnaire completed and returned to me in the self-addressed envelope provided.

The effort you make to complete the form will indeed be appreciated.

Sincerely,

John J. Hrinko

DR. E. HARRY BOOTHBY
SUPERINTENDENT-PRINCIPAL

RAYMOND A. HAMILTON
ASST. SUPERINTENDENT-PRINCIPAL

JOHN J. HRINKO
ADMINISTRATIVE ASSISTANT

KATHERINE I. McINNES
GUIDANCE DIRECTOR

Whitman-Hanson Regional High School

FRANKLIN STREET
WHITMAN, MASSACHUSETTS 02382
TELEPHONE 447-5544

December 6, 1971

831 East Washington St.
Box 304
Hanson, Massachusetts
0 2 3 4 1

Dr. Neil V. Sullivan
Department of Education
182 Tremont Street
Boston, Massachusetts 02111

Dear Dr. Sullivan:

I am an administrator at Whitman-Hanson Regional high school in Whitman, Massachusetts. This past summer I studied at Walden University in Naples, Florida towards my Ph. D. in education.

Presently, I am writing a dissertation on "The Effect of Student Rights and Responsibilities Movement on Massachusetts Schools." You have been, as I see it, an extremely influential factor in offering the youth of our Commonwealth an opportunity to become involved in their own education through youth involvement in decision making relative to education.

I realize that you are an extremely busy professional; however, I would greatly appreciate a comment or two about the youth movement and its affect on the Commonwealth of Massachusetts.

Thank you for whatever comments you may wish to offer.

Sincerely,

John J. Hrinko

NEIL V. SULLIVAN
COMMISSIONER OF EDUCATION

The Commonwealth of Massachusetts
Department of Education
182 Tremont Street
Boston, 02111

January 7, 1972

Mr. John J. Hrinko
831 East Washington Street
Box 304
Hanson, Massachusetts

Dear Mr. Hrinko:

Thank you for your recent letter indicating your interest in the youth movement and its affect on the Commonwealth of Massachusetts.

I've enclosed a copy of the brochure describing my Youth Advisory Council, its purpose and current projects. I am also enclosing a copy of the legislation recently enacted by the General Court enabling a student to serve on the State Board of Education and to create student advisory councils throughout the State.

Perhaps one of the best illustrations of how youth can constructively act on their behalf occurred recently in your own school system. I refer of course to the Driver Education issue and the student associate member of the school committee's response. The signatures on the petition and the subsequent reversal of the position to vote out driver education is an example of youth involvement in decision making relative to their education.

The involvement of our youth in new dimensions, advisory councils, open-campus planning, school committee associate membership, the lowering of the voting age, and the right to hold public office, I view as a healthy response to encouraging youthful participation in matters that directly affect them. We learn the democratic process by living it.

Student involvement in the drafting, testifying at the public hearing, and working for the enactment of the student on the State Board of Education legislation was extensive and fruitful. This is citizenship education.

I believe the preface to the Guidelines for Student Rights and Responsibilities expresses my position on the youth movement and its affect on the Commonwealth.

With best wishes and kind regards, I am

Sincerely yours,

Neil V. Sullivan
Commissioner

NVS/nas
enclosure:

APPENDIX D

CHAPTER 1009.

THE COMMONWEALTH OF MASSACHUSETTS

In the Year One Thousand Nine Hundred and Seventy-one

AN ACT PROVIDING FOR STUDENT REPRESENTATION ON THE BOARD OF EDUCATION, ESTABLISHING A STUDENT ADVISORY COUNCIL TO SAID BOARD, AND CREATING STUDENT REGIONAL COUNCILS.

Be it enacted by the Senate and House of Representatives in General Court assembled, and by the authority of the same, as follows:

SECTION 1. Chapter 15 of the General Laws is hereby amended by striking out section 1E, as amended by chapter 251 of the acts of 1966, and inserting in place thereof the following section:

SECTION 1E. There shall be in the department a board of education, in this section and in section one F and one G called the board, consisting of the chairman of the student advisory council established under this section, the chancellor of the board of higher education, and the director of research of the advisory council on educaion, ex officers, and eleven other members, residents of the commonwealth, to be appointed by the governor, one of whom shall be a member of a labor organization affiliated with the State Labor Council AFL-CIO and at least two of whom shall be women. Said chancellor and said director of research shall have no vote. No appointive member of said board shall be employed by or derive regular compensation from any educational institution, or school system, public or private, in the commonwealth, be employed by or derive regular compensation from the commonwealth, or serve as a member of a governing board of any public institution for higher education in the commonwealth or as a member of any school committee. Upon the expiration of the term of office of an appointive member of said board, his

successor shall be appointed for a term of five years. No person shall be appointed to serve more than two full terms. Prior service on said board for a term of less than three years, resulting from an initial appointment or an appointment for the remainder of an unexpired term, shall not be counted as a full term. If a member is absent from any four regularly scheduled monthly meetings, exclusive of July and August, in any calendar year, his office as a member of said board shall be deemed vacant. The chairman of the board shall forthwith notify the governor that such vacancy exists.

The members of the board shall be reimbursed for their necessary expenses incurred in the performance of their duties.

The board by majority vote of its members shall elect its own chairman from among its members.

The board shall meet regularly each month except that the chairman, with board approval, may omit meetings in July and August, and the chairman may call additional meetings at other times.

There is hereby established a student advisory council to the board of education, consisting of three elected representatives from each student regional council established under the provisions of this section. The members of said student advisory council shall by majority vote prior to the first day of May in each year elect from their number a chairman who shall serve for a term of one year.

Said student advisory council shall meet from time to time and shall consider such matters as it deems appropriate for its chairman to place before the board.

There are hereby established not less than five nor more than fifteen student regional councils, whose membership shall be limited to elected student representatives from the secondary schools of the commonwealth who have been residents of the commonwealth for at least six months prior to their election. Said student regional councils shall consist of not less than twenty nor more than forty-five student representatives.

No person shall be eligible to be elected to a student regional council unless at the time of his election he is enrolled as a student in a secondary school within the commonwealth and has resided in the commonwealth for at least six months prior to the election. If at any time during his term of office a member of a student regional council ceases to be so enrolled, his membership shall be terminated and his position shall be deemed vacant. A vacancy on the student advisory council prior to the expiration of a term shall be filled for the remainder of the term in the same manner as elections to full terms. A vacancy on a student regional council shall be filled by a majority vote of the entire membership of said regional council. The terms of the elected members of the student advisory council and of the student regional council shall be not more than two years, but no member shall be prevented from running for election

for two successive terms. Members of student regional councils shall serve without compensation except that they shall be reimbursed for necessary expenses incurred in travelling to and from meetings.

Each student regional council shall meet from time to time with the student advisory council to advise said council regarding business that it deems appropriate to be considered by said advisory council.

SECTION 2. There is hereby established an elections committee consisting of not less than fifteen nor more than thirty members, to be appointed by the commissioner of education, of whom not less than three-fourths shall be students who are enrolled at a secondary school within the commonwealth. Said committee shall determine the number of student regional councils and the number of student representatives from each such council as provided in section one E of chapter fifteen of the General Laws, as amended by section one of this act, and shall forthwith promulgate procedures for the election to said student regional councils of student representatives from the secondary schools of the commonwealth and for the election of representatives from said student regional councils to the student advisory council established under the provisions of said section one E, as so amended. Said election procedures need not be uniform for all schools and may be amended by said student advisory council from time to time.

Upon the fulfillment of its responsibilities under the provision of this section, said elections committee thereupon shall be abolished.

House of Representatives, October 29, 1971

Passed to be enacted, David M. Bartley, Speaker
(Signed)

In Senate, October 29, 1971

Passed to be enacted, Kevin B. Harrington, President
(Signed)

November 8, 1971.

Approved,

Francis W. Sargent (Signed)
Governor